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SAN FRANCISCO
STATE NORMAL SCHOOL

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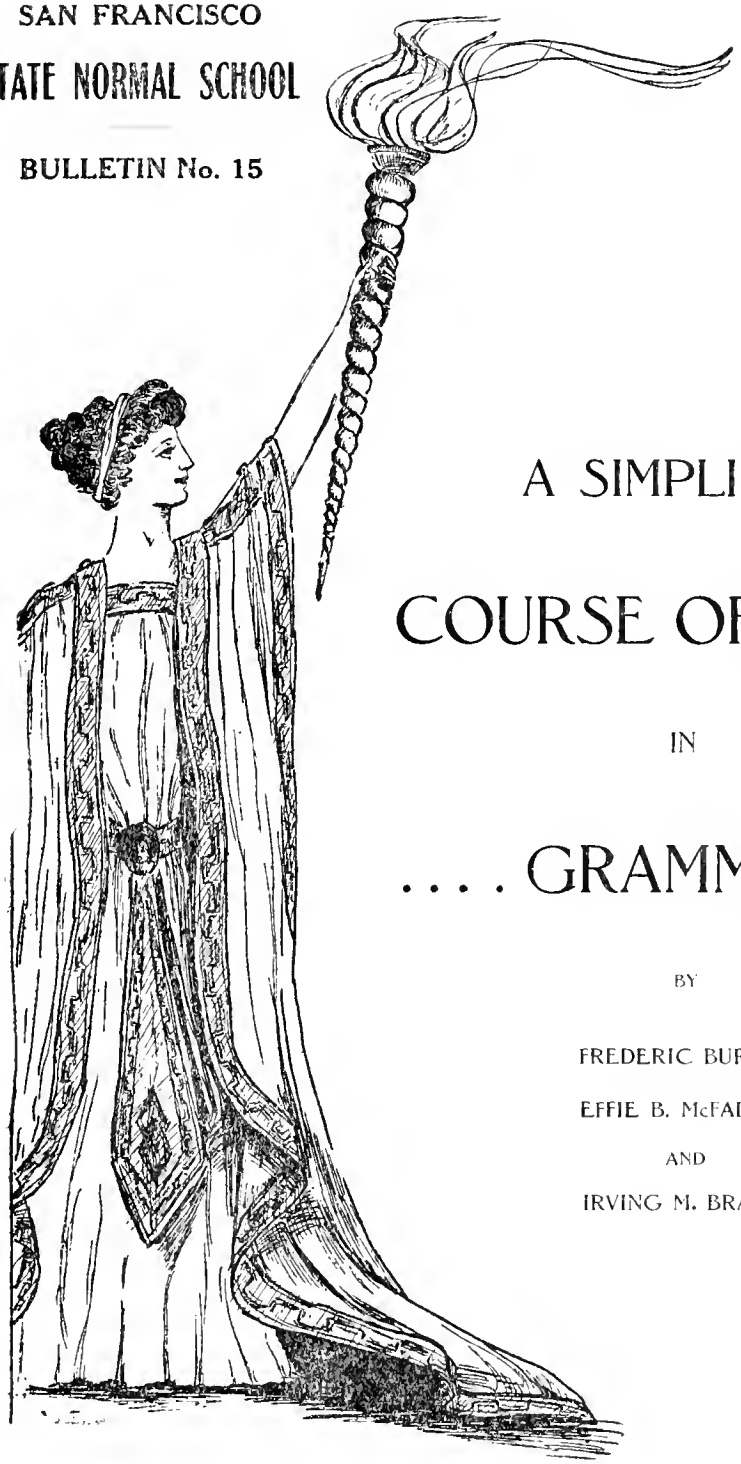

A SIMPLIFIED COURSE OF STUDY IN .... GRAMMAR ....

BY

FREDERIC BURK

EFFIE B. McFADDEN

AND

IRVING M. BRAZIER

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A SIMPLIFIED COURSE OF STUDY IN GRAMMAR

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THE SIMPLIFICATION OF GRAMMAR TEACHING.

The proponents of teaching English grammar in the elementary schools still assume that an understanding and knowledge of language structure through a study of grammar will act as a preventive against the contraction of the disease of incorrect usage and as a cure-all for diseases already contracted. These worshipers at the shrine of grammar maintain, in the event of a child's immersion in surroundings where these contagious maladies of ill-usage exist, that a study of grammar properly potioned before or after other school meals will cure the affliction.

To grant to a study of grammar all of the benefits commonly claimed for it would be folly. If a person stopped to think of the time forms of verbs before saying "I done it," or of the functions of the adjective before remarking "I did it good," a study of grammar would be of inestimable worth. But the disease of incorrect usage has crept upon the child and he fails to administer to himself the dose which his physician, the grammar teacher, has prescribed. He usually fails to make use of the grammatical principles with which he wrestled for years. His reasoning faculties usually neglect to apply these principles as an antidote for incorrect usage. Since our study of grammar has not appreciably improved his defective use of English, let us change the prescription. A cultivation of the habit of correct usage is brought about more quickly and more surely by ear training than by an appeal to reason. Much of grammar, as at present taught, should consequently give way to language drills.

If there is any value accruing from a study of grammar, it can only come from a study of those elements that have a direct and clear-cut influence on the correction of written and spoken errors and in the subsequent establishment of the habit of correct usage. There is no need of presenting those language structures in which no errors commonly occur. No treatment is ever needed for ills which do not exist. Why teach *person* when no one ever heard a child say "Mary studied my lesson" for "Mary studied her own lesson"? Of what value is a study of *gender* when such an error as "John spent her money" for "John spent his own money" is never made? Who can cite an error arising from a confusion of *nominative* and *objective cases* of nouns? Has ignorance of the *factitive complement* or *indirect object* ever led to the error of "They painted the barn whitely" or "She made I a dress"? Has a classification of verbs as *transitive* and *intransitive* ever lessened such errors as "The men was here" or "I done my work"? Has a classification of adjectives as *descriptive* and *limiting*, and of adverbs as those of *time*, *place*, *manner* and *degree* ever had any value in correcting such errors as "The men did the work good" or "The rose smells sweetly"? These are but a few of the phases of grammar which have been taught that have absolutely no value in the correction of habitual errors. To this list can be added the study of phrases, clauses, participles and infinitives as modifiers; the classification of nouns as concrete, abstract and collective; of conjunctions as coördinate or subcoördinate and the distinction between a declarative and imperative sentence. These elements have no value in the correction of common errors of speech and written work, for no errors arise due to a lack of their study. Why take a medicine for an affliction which has no existence except in the imagination of a few grammarians?

What are the common errors of speech and written compositions in correction of which a study of grammar may prove of value? The most general are (1) lack of agreement in number

between subject and predicate; (2) lack of agreement in number between pronouns and their antecedents; (3) the use of nominative case pronouns as objects; (4) the use of objective case pronouns as attribute complements, and occasionally as subjects; (5) the use of an adjective for an adverb; (6) the occasional use of an adverb for an adjective when the adjective is an attribute complement; (7) the misuse of certain time forms of verbs; (8) errors in the use of the apostrophe in possessive nouns; and (9) double comparison of adjectives. Bearing in mind the demands of efficiency, we should include in our course only those elements that have a direct value in correcting these blunders.

What fundamentals, essential to the correction of lack of agreement between subject and predicate, must be studied? Clearly nothing more than a study of the number forms of nouns and of verbs. The teaching of number forms of nouns is a simple thing, but with verbs our problem is more difficult. The old idea of conjugations required a tremendous expenditure of time and energy and did not accomplish the desired end. Conjugations should be simplified by teaching that a verb is singular when spelled in one way and plural when spelled in another. The elements of tense, or time, and person have absolutely nothing to do with the agreement in number between subject and predicate.

Gender can well be eliminated, for few errors ever arise from that source. Who ever heard the expression "John told her" when the meaning is "John told him"; or "Henry brought her book" when the intent is "Henry brought his own book"? True, the possibility of error is present, and because of such possibility gender has been taught for centuries, but experience has shown that few errors of that nature arise. The continuance of teaching gender is merely another of the numerous fallacies handed down to us by our pedantic predecessors and continued by our no less pedantic colleagues.

Past, present and future time forms of verbs must be taught, but not by means of six tenses. Teach that *said, have said, has said,* and *had said* are the definite ways of expressing past time, without burdening the child's mind with *past, past perfect* and *present perfect tenses.* What pupil ever realized that verbs in the past perfect tense "express completed action at some past time," and that those in the present perfect tense "express a completed action at the time of speaking," and what good purpose in life is to be served even if he did?

What has been said of verbs expressing past time is equally true of those used in future time. Teach that *shall say, will say, shall have said* and *will have said* are the forms which express future time, but there is no occasion to burden the child's mind with abstract definitions of *future tense* and *future perfect tense* or their conjugation forms.

An ability to recognize nouns and verbs is of course essential before their number forms can be taught. The same is true of all other parts of speech. Much drill work should be inserted to accomplish this work of recognition.

The common errors made in the use of the pronoun are four: (1) lack of agreement in number with its predicate; (2) lack of agreement with its antecedent; (3) the use of the nominative form as object of the verb, object of the preposition, object of the participle and object of the infinitive; and (4) the use of the objective form as an attribute complement, and occasionally also as a subject. The first two of these errors can be assisted by a study of the number forms of the pronoun, and such teaching will require but little time. The number forms should be taught as one step and the subject and object forms should be taught as a separate step. Gender can be omitted for reasons previously stated.

In adhering to the old custom of declension we formerly tried to teach number, person, gender and case; four steps all at once, and decidedly at variance with the common sense rule of "one thing at a time." Pupils should be taught that *I*, *you*, *he*, *she*, *it*, *we*, *him* and *her* are the singular pronouns; and that *we*, *you*, *they*, *us* and *them* are the plural pronouns. Person should be omitted entirely, for few errors are due to this source. We never hear "Mary struck me" when the meaning is "Mary struck him," so why worry the pupil with a study of person? Teaching certain pronouns as nominative case pronouns might be permissible if the proper associations were made, but we are teaching a superfluous term. We can accomplish the same aim with better results by teaching the nominative case pronouns as "subject" pronouns, which can also be used as attribute complements. With objective pronouns it is better to teach concretely that certain pronouns can be classed as "object" pronouns and can be used as the objects of verbs, of prepositions, of participles, and of infinitives. By doing this we leave out entirely all consideration of the term "case." With the dropping of the terms nominative case, objective case, person and gender we have done away entirely with the declension of pronouns as such. Practice shows it to have been a profitable elimination.

The argument may be advanced that if the declension of pronouns is dropped we are also omitting the pronouns in the possessive case. We do not desire to teach the possessive pronouns at the same time we are dealing with the number forms and the subject and object forms of pronouns, for it is in violation of the requirement of "one thing at a time." Let us take up first the number forms of pronouns as previously outlined, then the "subject" and "object" pronouns. Still later teach the possessive pronouns as such. *My*, *mine*, *his*, *her*, *hers*, *its*, *our*, *ours*, *your*, *yours*, *their* and *theirs* should be recognized as pronouns which show ownership. Their number should be mentioned; but little emphasis will be necessary on this point. Person and gender can be dropped for reasons previously given.

The recognition of adjectives and adverbs, and what they modify, of course, is essential. Late in the course much drill should be given in false syntax to correct the errors in which an adjective is used for an adverb modifying a verb, as "Indians tortured their prisoners cruel," and where an adverb is used for an adjective as an attribute complement, as "The rose smells sweetly" or "I feel sickly." Let us hope the time will come when these forms may be taught by language drills and the long and tiresome drills upon adjectives and adverbs may be dropped from our course of study in grammar.

The only value in teaching prepositions is in order that the recognition of them will assist in the proper use of pronouns as their objects. Absolutely no grammatical errors are due to a failure to understand what the prepositional phrase modifies, and the study of prepositional phrases as modifiers should be dropped from the course of study.

A recognition of infinitives and participles is of value for two reasons: (1) to avoid the confusion of these forms with the predicate, and (2) that the proper form of the pronoun as their objects may be used. The study of infinitives and participles as modifiers is useless. We merely want to establish a ready recognition of their forms.

Irregular verbs should be taught as spelling lessons. There is no need of introducing the terms *regular* and *irregular*. Teach that most verbs form their past form and past participle by adding *d* or *ed*. All others are to be memorized.

Collective nouns need not be taught. The only value in teaching them at all is in reference to their agreement with their predicates. Since either a singular or plural verb may be used, and since either is grammatically correct, we need not bother with this form of nouns. The dis-

tinction between the thoughts expressed by a collective noun is a nicety that we shall leave to the teachers of rhetoric.

The treatment of possessive nouns is of some importance as they are the largest source of error in written composition. We must teach how to form the singular and plural possessive forms, but we do not need to mention case.

Attribute complements must receive much drill in order that the subject form of the pronoun will be used after the verb *be* or any copula, and also that the adverb will not be used where an adjective should be the attribute complement.

The comparison of adjectives and adverbs should be included merely for the good that may accrue from a later study of false syntax in double comparison.

A study and recognition of conjunctions is of use in the selection of the correct form of the verb with a compound subject, and the proper form of the pronoun when the object of the verb or of the preposition is compound. Examples of the latter are, "She chased him and I" and "Will told it to her and I." In examples of this kind it is usually the second pronoun that is incorrectly used. Occasionally a lack of agreement in a compound predicate is found and the study of conjunctions is of benefit in the correction of such an error.

The classification of clauses as *dependent* and *independent* is another of the useless pedantries of grammar instruction. No errors are due to lack of knowledge of such a classification. Compound sentences should be broken up into their clauses in order that a proper agreement in number is secured between subject and predicate within the clauses. By eliminating a classification of clauses as dependent or independent and by ceasing to study the clause as a modifier we have succeeded in wiping out the classification of conjunctions as *conjunctive adverbs*, *subordinate* and *coördinate conjunctions* and have included the three former classifications under the one head of "connectives." By dropping a study of clauses as modifiers we have ceased to worry over complex sentences and now need teach only the two classes, simple and compound.

Relative pronouns must be included for the sake of the correct use of *who* and *whom*, and for the agreement between subject and predicate in those clauses in which the relative pronoun is the subject.

This course of study has not only attempted to retain all really useful material, but it has also attempted to present the useful minimum in such a way as to throw the emphasis on those principles upon which stress is needed.

If any one feels that some elements have been eliminated that should be retained, let him advocate the teaching of those elements in the high school. The only justifiable defense of teaching grammar in the elementary school is to lead to a more correct use of written and spoken English. The omitted elements have no value in the correction of errors common to every day speech and written work. If a knowledge of these omitted elements is indispensable to a study of foreign language, rhetoric or grammar in the high school, it would seem that the high school can surely meet its own needs.

IRVING M. BRAZIER.

State Normal School, San Francisco, Cal.
April, 1912.

INSTRUCTIONS FOR USE OF BULLETIN.

Oral Presentation.

No written work, as a rule, should be done until after the same work has been gone over orally in class. In the first eleven exercises the oral work will consist of filling in the blanks with words which are later to be written in those blanks by the pupil. Beginning with Exercise 12, and in subsequent exercises, words are to be underlined and word columns filled in. In exercises of the latter type (using Exercise 12 as an illustration) the oral presentation should consist of (*a*) going through the sentences to select *only* the pronouns, (*b*) going through the sentences a second time and selecting only the nouns, (*c*) going through the sentences a third time selecting only the verbs.

The teacher should not make the mistake of attempting to cover several of the steps in going once over the sentences. Take up one element the first time over, a different element the second time over, and so on until all of the steps have been covered. It is one of the aims of the course to present the work in such a way as to focus the attention of the pupil upon one element at a time.

In the exercises in which words are to be underlined there is no necessity, in the oral lesson, of telling what marks should be placed under a given word. Determine, for example, that *he* is a pronoun, but do not take time in the oral lesson to say that a straight line is to be placed under that word. The aim is not to jot down certain markings, but to recognize certain parts of speech and forms. The underscorings are merely evidences of the success of this recognition.

Written Work.

At the close of the oral period assign the written work with instructions that only those steps covered orally in class are to be done in the written work before the next oral recitation. Thus, if there are five steps in the written work of a given exercise and only the first two have been gone over orally, the teacher should instruct pupils to do only those things called for in steps (*a*) and (*b*). The remaining steps will be written after their oral presentation on the following day.

Too much emphasis can not be placed upon the necessity of performing but one step at a time in the written work. In the first eleven exercises few instructions will be needed except to direct the pupil to fill in the blanks, but in such work as is given in Exercise 12 the teacher must warn the pupil to complete step (*a*) before proceeding to (*b*), and to complete (*b*) before proceeding to (*c*) and so on. If pupils attempt to do more than one step at a time, the attention is not focused on one element but is scattered over a number of elements, and errors are much more frequent.

Suggest to pupils that they place a dash (—) before the directions for each step when that step is completed. This will avoid the pupil's omission of any of the steps.

When lists of words are to be selected by the pupil from the sentence and written down, the number of words to be so written is indicated in parentheses immediately after the directions. In Exercise 17, for example, the number 16 following the directions of step (*c*) indicates the number of nouns to be selected from the sentences. After the pupil has selected the noun

from the last sentence he should count the number of words he has written and see if he has sixteen. Any shortage will be proof that some have been omitted, and the pupil should again go over the sentences in search for such omissions.

Insist upon a written correction of the previous day's errors before the new day's written work is begun. Leniency in this respect may soon lead to very careless and ineffective work. Rigid enforcement of this rule will not only tend to make pupils more careful, but will enable them to profit by their former mistakes.

If certain pupils are slower than the average in doing the written work, the teacher may use her judgment in requiring such pupils to take home the exercise books and doing the remaining work there.

In the event of a child's absence from school, the teacher may require the absentee, upon his return, to begin the written work just where he left off prior to his absence. In this way none of the work will be omitted. Provision must of course be made for instruction on new phases of the work which may have been first taken up by the class during the child's absence.

Correction of Work.

At the conclusion of the written period, or at the beginning of the oral period of the following day, the teacher should read from her own exercise book the correct written work. If blanks have been filled in, read the entire sentence containing the words supplied in the blanks. If words are to be underscored, the teacher can read, "one straight line under *he*, three straight lines under *sings*, two straight lines under *songs*," etc., thus indicating the markings of the various elements. As a pupil finds a word incorrectly inserted or incorrectly underscored he is to draw a V or a check through it. The total of these checks will indicate the number of actual errors made by the pupil. The teacher can have each pupil correct his own paper, or can have papers exchanged before correction, as she deems most advisable. This device of correction will save the teacher a large amount of time and labor.

How to Determine Percentages.

After the completion of *all* steps of an exercise, or when an exercise is wholly completed, the pupil should count all the checks found in the written exercise. This total represents the number of "actual errors" (A. E.) made in the exercise and should be written on the line after A. E. at the beginning of the exercise. The number printed after P. E. represents the total number of "possible errors" in the exercise. To find the percentage, subtract the number of actual errors from the number of possible errors and divide the remainder by the number of possible errors. Illustration: P. E. 63, A. E. 4 (63 − 4 = 59, 59 ÷ 63 = .93 = 93%). The teacher may use her discretion in requiring pupils to determine these percentages. To find a child's standing for the month, total all possible and actual errors of exercises covered during the month and divide their difference by the number of possible errors.

EXERCISES IN GRAMMAR.

Exercise 1. P. E. 64. A. E. _____. ' _____.

To find the predicate.

Write upon the board the sentence, "Dogs bark." Draw underneath it an empty diagram thus: and write *bark* in the predicate place, saying as you do so, "*bark* tells what is done. Therefore, *bark* is the predicate." The purposes are to associate the word, predicate, with its specific place in the diagram and to teach this language form. Explain that of the two places in the diagram the second one belongs to the predicate and is always occupied by it. Manage to repeat two or three times the language form, "*bark* tells what is done. Therefore, *bark* is the predicate," for before we require pupils to use it we should make it as familiar as possible to the ear.

Write "Bears growl" upon the board, and if the pupils have given interested attention, ask them to say what word tells what is done, its name, and into what space in the diagram it should be placed. Proceed with the other sentences of Exercise 1 in the same way, using the language form as often as possible. Before the lesson is over write the word "predicate" on the board and have the pupils spell it and pronounce it distinctly. This will do very well for the first lesson.

At the next lesson use the same sentences, but make the aim to teach the pupils to use the language form themselves.

Write "Dogs bark" on the board. Underneath this sentence write the following language form, "*bark* tells what is done. Therefore, *bark* is the predicate." Immediately underneath the language form place the diagram and write *bark* in the predicate place, leaving subject place blank. Leave this on the board and lead the pupils to use the same form in succeeding exercises. Send the pupils to the board, dictate sentences and require them to place the predicate in the diagram. Then have them recite the language form. Drill in this manner orally until pupils readily can pick out the predicate and recite the language form.

To find the subject when the subject refers to things.

Write upon the board the sentence, *Dogs bark.* Draw the diagram and call upon some pupil to give the predicate and recite the language form. Write out the language form for finding the predicate and then place the predicate in its place in the diagram. Immediately following the language form for finding the predicate again write *bark*, placing *what* before it and a question mark after it, thus, *What bark?* Call for volunteers to answer the question. Receiving the answer, *Dogs*, write it in the subject space of the diagram saying, "What bark? *Dogs.* Therefore, *dogs* is the subject." Go through the process with one or two other sentences explaining that the subject is found by prefixing *what* to the predicate and answering the question thus formed.

Repeat the language form as much as possible in order to familiarize the class with it before calling upon the pupils to recite it.

A second or third oral lesson will probably be necessary before the language form is learned well enough for assignment as seat work. As soon as possible, however, have the pupils write it. Using the sentences of Exercise 1 (a portion of which should be written upon the board if pupils have not the Exercise Books), require this form of written work upon the pupils' papers:

Dogs bark. *Bark* tells what is done. Therefore, *bark* is the predicate. What bark? *Dogs.* Therefore, *dogs* is the subject.

Dogs bark.

Do not pass to Exercise 2 until every pupil in the class can give and write these language forms with practical perfection.

Caution: Be particularly careful in this and all subsequent sentences that the pupil writes the predicate first, before he writes the subject. Our work is to establish by habit of procedure the way to disentangle the elements of a sentence. These sentences are extremely easy, of course, and the tendency to write the subject first will prevent the formation of the habit. Consequently later, when involved sentences are introduced, mistakes will constantly occur because the pupil will first look for the subject and guess the wrong one. Consequently in the early stages extreme care must be maintained that the pupil proceeds to disentangle the sentence in this order: predicate, subject, complement. If he slurs the early process he will not be acquiring the right habit.

A second important caution to be made is that the teacher must never permit a pupil to state that a given word is the predicate, and then proceed to tell why it is, as "*bark* is the predicate, because it tells what is done." *Bark* tells what is done, therefore *bark* is the predicate. This error of method is responsible for the large share of difficulty in comprehending grammatical relationships. It puts the cart before the horse. The necessary order of thought is first to think what the given word does in the sentence, and when this is discovered we give the proper name. If we permit the error pupils acquire the habit of guessing the name without making any effort to find the function or relationship of the word. It follows that the pupil soon loses all comprehension that these are relationships, and deems that success is wholly a matter of happy guesses. On the other hand, our whole purpose is to compel his mind to focus itself upon the relationship, and once this is discovered the naming follows as a simple matter of course. Particularly is this error common in the teaching of the parts of speech. Teachers ask, "What part of speech is _____?" The child does not think, but hazards a happy or unhappy guess, and then the teacher asks, "Why?" A mad scramble for possible or impossible reasons follows, which in turn are merely guesses. It would be better if teachers would reverse the order of questioning and ask first what the word does. The naming of the class of words which performs this service of course follows. Consequently throughout this Course of Study the language forms invariably require the pupil first to state the relationship, if there is any, and the name of the office or part of speech follows as a consequence. Insist, therefore, from the beginning in a rigid adherence to the order of the language forms.

Give the pupils their exercise books for seat work after they have thoroughly mastered the language forms. Go through the first lesson showing them just what is required, where to find the language form if they should forget it, and explain what is meant by the terms "analyze" and "diagram."

Date_____, 191__.

Analyze and diagram the following sentences:

1. Dogs bark.

Bark tells what is done. Therefore, bark is the predicate. What bark?

Dogs Therefore, dogs is the subject.

dogs bark

2. Bears growl.

tells what is done. Therefore, is the predicate.

What _____? _____. Therefore, _____ is the subject.

3. Roosters crow.

tells what is done. Therefore, is the predicate.

What ? . Therefore,
is the subject.

4. Fish swim.

tells what is done. Therefore, is the predicate.

What ? . Therefore, is the subject.

5. Fire burns.

tells what is done. Therefore, is the predicate.

What ? . Therefore, is the subject.

6. Grass grows.

tells what is done. Therefore, is the predicate.

What ? . Therefore, is the subject.

7. Ships sail.

tells what is done. Therefore, is the predicate.

What ? . Therefore, is the subject.

8. Winds blow.

tells what is done. Therefore, is the predicate.

What ? . Therefore, is the subject.

9. Hens cackle.

tells what is done. Therefore, is the predicate. What ? . Therefore,
is the subject.

10. Mules kick. tells what is done. Therefore, is the predicate. ? . Therefore,
is the subject.

Exercise 2. P. E. 85. A. E. ———. ———.

To find the subject when it refers to persons.

Proceed in the same manner orally as in the first lesson upon the subject using *who* instead of *what*, explaining that when the subject refers to persons the question is formed with *who* instead of *what*, and that *what* refers only to animals and things. A little drill will soon bring to the pupils a sense of the distinction. Give at least one day's drill upon the sentences of Exercise 1, in which *what* is exclusively used. For seat work use the same sentences that were used orally.

Date_____, 191__.

Analyze and diagram the following sentences.

1. Boys climb.

_____ tells what is done. Therefore, _____ is the predicate.
Who _____? _____. Therefore, _____ is the subject.

2. Women sew.

_____ tells what is done. Therefore, _____ is the predicate.
_____? _____. Therefore, _____ is the subject.

3. Girls sing.

_____ tells _____. Therefore, _____ is the
_____. _____? _____. Therefore, _____ is the subject.

4. Men work.

_____ tells what is done. Therefore, _____ is the predicate.
_____? _____. Therefore, _____ is the subject.

5. Children play.

_____ tells what is done. Therefore, _____ is the
_____? _____.
Therefore, _____ is the _____.

6. Babies cry.

_____ tells what is done. Therefore, _____ is the _____.
_____? _____. Therefore, _____ is the subject.

7. Pupils study.

_____ tells what is done. Therefore, _____ is the predicate.
_____? _____. Therefore, _____ is the subject.

8. Carpenters saw.

_____ tells what is done. Therefore, _____ is the predicate.
_____? _____. Therefore, _____ is the subject.

9. Soldiers fight

_____ tells what is done. Therefore, _____ is the predicate.
_____? _____. Therefore, _____ is the subject.

10. Blacksmiths hammer.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the subject.

_____

Exercise 3. P. E. 80. A. E._____. C._____.

To find the subject—miscellaneous sentences.

The purpose of Exercise 3 is to drill the pupils in determining whether the question to be asked should contain *who* or *what*. Since pupils can not always determine whether to use *who* or *what* in finding the subject until the subject itself is first found it will be advisable for the teacher to suggest to the pupil that he ask himself a question embracing a combination of *who* and *what*. Thus, in the sentence "Dogs bark" the pupil can go through some such mental process as the following: "*Bark* tells what is done. Therefore, *bark* is the predicate. *Who* or *what* bark? *Dogs*. Therefore, *dogs* is the subject." Having used this form mentally, his work with Exercises 1 and 2 will enable him to determine whether *who* or *what* is to be used. The pupil can then analyze the sentence aloud and ask the question with *what*.

Similarly in the sentence "Women sew" suggest to the pupil that he think of the question, "*Who* or *what* sew?" His mental answer, *women*, will determine whether *who* or *what* is to be used, and in the language form that is to be given orally he can give the form using *who*, he having found that *what* is not the proper word to use in this sentence because the subject, *women*, is not a thing.

Date_____, 191—.

Analyze and diagram the following sentences:

1. Boys whittle.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the subject.

_____

2. Snakes crawl.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the subject.

_____

3. Bakers bake.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the subject.

_____

4. Stars twinkle.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the subject.

_____

5. Wood burns.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

6. Children scream.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

7. Wasps sting.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

8. Rivers flow.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

9. Mary sings.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

10. Boats upset.

———— tells what is done. Therefore, ———— is the predicate. ———— ————? ———. Therefore, ———— is the subject.

Exercise 4. P. E. 140. A. E. ———. ———.

To teach the complement when the complement does not refer to persons.

When the class is able to analyze with some readiness sentences containing only predicate and subject, we may add the complement, using the sentences of Exercise 4. Write upon the board "Cows eat grass." Have some pupil go through the language form as far as the predicate and subject are concerned, placing the words properly in the diagram and extending a space for the complement, thus.

Then write underneath the question formed by adding *what* to the subject and predicate, thus "Cows eat what?" Call upon some volunteer to answer the question, and then write *grass* in the diagram, remarking "Cows eat what?" *Grass.* Therefore, *grass* is the complement.

Drill orally with these sentences requiring that pupils shall give the complete forms, including those for predicate and subject as well as complement. This complete form, using the sentence, "Cows eat grass," is as follows: "*Eat* tells what is done. Therefore, *eat* is the predicate. What eat? *Cows.* Therefore, *cows* is the subject. Cows eat what? *Grass.* Therefore, *grass* is the complement."

Before the first lesson is completed teach the spelling of "complement" (noting that it is not "compliment"), and its distinct pronunciation.

Date_____, 191__.

Analyze and diagram the following sentences:

1. Cows eat grass.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

2. Horses draw wagons.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

3. Fire burns wood.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

4. Cats catch mice.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

5. Girls sing songs.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

6. Water boils eggs.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the

subject. _____? _____ Therefore, _____ is the complement.

7. Dogs eat meat.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____ is the complement.

8. Boys play marbles.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____ is the complement.

9. Children play games.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____ is the complement.

10. Carpenters saw boards.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____ is the complement.

Exercise 5. P. E. 110. A. E. _____. _____.

To find the complement when the complement refers to persons.

Develop the lesson as in the previous one, but explain that when the complement refers to persons we must use *whom*, not *what*. Be especially careful that the pupils use *whom*, not the ungrammatical form of *who* as the object of a verb.

Date_____ _____, 191—.

Analyze and diagram the following sentences:

1. Tigers kill men.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____ is the complement.

2. Horses carry men.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

3. James struck Robert.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

4. Bloodhounds chase criminals.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

5. Policemen arrest thieves.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

6. Trains carry people.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

7. Thieves rob people.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

8. James met friends.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

9. Mothers wash babies.

———— tells what is done. Therefore, ———— is the predicate.
———— ————? ————. Therefore, ———— is the
subject. ————? ————. Therefore,
———— is the complement.

10. Cats scratch children.

———— tells what is done. Therefore, ———— is the predicate.
———— ————? ————. Therefore, ———— is the
subject. ————? ————. Therefore,
———— is the complement.

Exercise 6. P. E. 140. A. E.————. C.————.

To find the complement—miscellaneous sentences.

The purpose of Exercise 6 is to drill the pupils in determining whether the question to be asked should contain *whom* or *what*. Since the pupil can not determine which word is to be included in the question until after the complement has been found it will be advisable to tell the pupils to mentally ask "*Whom* or *what*?" Thus, in "Tigers kill men" the pupil can ask himself the question, "Tigers kill *whom* or *what*?" Upon obtaining the answer, *men*, he knows from a study of Exercise 5 that the complement is a person, and in his oral language form he can then ask, "Tigers kill whom?" Similarly in "Cows eat hay" the child can mentally question, "Cows eat *whom* or *what*?" The answer, *hay*, shows that the complement is not a person, and that *what* should be used in the oral language form. Remember that this combination of *whom* and *what* in the question is merely intended as a guide in the choice of *whom* and *what* in the language form, and is given here to assist the pupil in discriminating between the two words when using them in the language form.

Date————————, 191—.

Analyze and diagram:

1. Calves drink milk.

———— tells what is done. Therefore, ———— is the predicate.
———— ————? ————. Therefore, ———— is the
subject. ————? ————. Therefore,
———— is the complement.

2. Bees sting Henry.

———— tells what is done. Therefore, ———— is the predicate.
———— ————? ————. Therefore, ———— is the
subject. ————? ————. Therefore,
———— is the complement.

3. Soldiers fight enemies.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

4. Chickens scratch dirt.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

5. Girls pick flowers.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

6. Hogs kill snakes.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

7. Dogs follow men.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

8. Indians scalped victims.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

9. Singers sing songs.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____ _____? _____. Therefore,
_____ is the complement.

10. Sharks seize sailors.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____? _____. Therefore, _____ is the complement.

Exercise 7. P. E. 130. A. E. _____. _____.

To teach the language form when the sentence contains no complement.

This exercise is also a review of all previous language forms, viz., the predicate, subject referring to persons, subject not referring to persons, complements referring to persons, and complements not referring to persons.

Teach orally by the method previously illustrated, the following form: "*Balloons rise. Rise* tells what is done. Therefore, *rise* is the predicate. What rise? *Balloons.* Therefore, *balloons* is the subject. Balloons rise what? There is no answer. Therefore, there is no complement."

Do not permit pupils at any time, or in any sentence hereafter, to omit asking the question form for the complement, although there is no complement. Later in involved sentences, in constructions out of order, in which the complement is a phrase or clause, it will at first glance seem as if there is no complement, but by forming and answering the question the complement will be found. In the simple sentences of these exercises it is of course very manifest that there is no complement, for there are no extra words, but we have purposely selected sentences of this type in order easily to learn the habit of asking the question. Your goal, therefore, is to instill the habit of forming and answering the complement question with every sentence.

Date_____, 191__.

Analyze and diagram:

1. Rain falls.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____

2. Girls laugh.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____

3. Leaves flutter.

_____ tells what is done. Therefore, _____ is the predicate. _____? _____. Therefore, _____ is the subject. _____? _____. Therefore, _____

4. Horses eat hay.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____. Therefore,
_____ is the complement.

5. Frogs jump.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____.
Therefore, _____

6. Pupils study grammar.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____. Therefore,
_____ is the complement.

7. Wood floats.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____.
Therefore, _____

8. Indians hunt.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____.
Therefore, _____

9. Snakes swallow frogs.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____. Therefore,
_____ is the complement.

10. Children play.

_____ tells what is done. Therefore, _____ is the predicate.
_____ _____? _____. Therefore, _____ is the
subject. _____ _____? _____.
Therefore, _____

Exercise 8. P. E. 45. A. E. ——. ——.

To drill upon "place."

In the preceding exercises pupils have been required to do some diagramming, but in those exercises the attention was focused more on the selection of the words by use of the language forms than in the placing of them in their proper places in the diagram. We now desire to drive in and clinch in the child's consciousness the fact that a certain word is the predicate because it occupies the predicate place in the diagram. The same is true of the other two offices already studied.

There is danger of a persistent confusion of nouns with subjects or complements, which will waste much time. It is better to associate subject, predicate and complement as definite places upon the diagram, and the parts of speech as words independent of location. For this reason diagramming, restricted to the subject, predicate and complement, is useful. To carry diagramming into complex relationships of modifiers confuses rather than clarifies and tends to hinder thinking rather than assist it. Place an empty diagram upon the board and quickly point from place to place calling for the names of the places.

Send pupils to the board and dictate sentences to them, requiring the pupils to analyze by use of the language form. When the predicate is found, place it in the diagram at once. Then proceed with the language form to find the subject and place the subject in its place in the diagram immediately, before proceeding to find the complement. Then find the complement and write it in the diagram. At first require the language form to be used aloud, even when diagramming at the board, in order that pupils will apply the language form in their diagramming.

Analyze and diagram the following sentences at the board, following the suggestions given above. Be sure that each word is placed in its proper place in the diagram immediately upon being found by use of the language form.

Date——, 191—.

1. Cats catch mice. 2. Boys play marbles. 3. Dogs eat meat. 4. Carpenters hammer nails. 5. Tigers kill men. 6. Henry struck Albert. 7. Bloodhounds chase criminals. 8. Girls laugh. 9. Policemen arrest thieves. 10. Cats scratch children. 11. Leaves flutter. 12. Hogs kill snakes. 13. Dogs follow men. 14. Singers sing songs. 15. Frogs jump. 16. Snakes swallow frogs.

Write all the words of the above sentences in the following form, giving each its place in the sentence:

word	place

word	place

In the following exercises we attempt merely to introduce to the pupils certain very general characteristics of the parts of speech, verbs, nouns, and pronouns. Later, more specific features and differentiations will be introduced. The definitions will, therefore, be preliminary, and not true at all times. We wish to make these terms familiar words, and we shall purposely keep out of our exercises all special, complex, or exceptional forms. The exceptions can, later, be easily taught after the simple and usual conceptions have become familiar.

Tell the class that you are now going to teach them something entirely new about words; that all the words in the language are classified into parts of speech – verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. You will commence with verbs and nouns and you will teach the others later. In all the sentences we have been using there have been only two parts of speech, verbs and nouns, and we are now going to pick out the verbs and nouns.

Write "verb" on the board and have pupils spell and pronounce it. Tell them that it is very easy to recognize the verbs we have had because they all express action; that in the sentences we have had all the predicates are the verbs, but that later we shall have verbs which are not predicates and also verbs which do not express action. From several of the sentences already written upon the board, call for the verbs. Teach the pupils to use this form: "———————— shows action. Therefore, ———————— is a verb."

For the second lesson, review a few sentences, and if the pupils can give the language form for the verbs, begin with nouns. Explain that a noun is a name. In the sentence "*Cows eat grass,*" *cows* is the name of a certain kind of animal. The *word* which we speak or write for this kind of an animal is a noun. The real cows are not on the board and are not nouns. It is the name which we give that is the noun.

Go over this explanation something in this manner with one or two nouns, and then teach the language form "*Cows* is a name. Therefore, *cows* is a noun."

* It is not always clear to all pupils that a noun is a name. In introducing nouns as a part of speech it may be advisable to resort to the following device: "Children, close your eyes and try to see a four-legged animal that is about the size of a horse. This animal has horns and gives milk. Try to see this animal with your eyes closed. Now what *name* can we give to this animal?" The answer, *cow*, will come quickly. Then emphasize the fact that the thing you have described is a mass of flesh and bones, but the *name* that we give to this animal is *cow*. Work as above by attempting to have pupils form mental images of a snake, lead pencil, desk, blackboard, etc., until you are sure they realize that the name is merely the name of the object and *not the object itself*. Resort to this device at the outset, for otherwise you will find that many pupils find the statement "A noun is a name" a rather abstract proposition with little concrete significance.

In the introduction of verbs as a part of speech you will find that many pupils have little realization of the real meaning of the statement that verbs show action. You must, therefore, choose verbs that show clearly to pupils some physical action or movement. In the sentence "Idlers whittle wood" show them that *whittle* shows action by going through the motions of whittling. In the sentence "Pupils write letters" go through the motion of writing on the board so as to associate the idea of movement with this verb. Follow this by having pupils tell you of the mental images they form from such words as *run*, *climb*, *jump*, etc. At the conclusion of this brief exercise you will find that the statement, "Verbs show action," means more to the pupils.

Oral—Have sentences 2, 3 and 4 analyzed as a review. Put an empty diagram on the board and give quick drill upon the places; or send pupils to the board and have sentences diagrammed as they analyze them.

Date _____, 191__.

Find the nouns and verbs in the following sentences:

1. Monkeys climb trees.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

2. Hunters shoot deer.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

3. Italians sell fruit.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

4. Indians threw arrows.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

5. Boys run races.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

6. Girls jump rope.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

7. Butterflies flutter.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

8. Chickens eat wheat.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

9. Children play games.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

10. Dogs chase rabbits.

_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.
_____. Therefore, _____ is a _____.

Exercise 10. P. E. 45. A. E. _____. G. _____.

Date _____, 191__.

Analyze the following sentences orally:

1. Monkeys climb trees. 2. Hunters shoot deer. 3. Italians sell fruit. 4. Indians threw arrows. 5. Boys run races. 6. Girls jump rope. 7. Butterflies flutter. 8. Chickens eat wheat. 9. Children play games. 10. Dogs chase rabbits.

Fill in the columns from the underlined words in the above sentences:

WORD	WHAT IT DOES	PART OF SPEECH	PLACE
climb	shows action	verb	predicate

After filling in the above form call attention to and have pupils learn (1) that the nouns are either subjects or complements, and (2) that the verbs are always the predicate. Reverse these statements and teach (3) that nouns are never found in the predicate place, and (4) that verbs are never found in the subject or complement places. Have pupils learn these four facts thoroughly.

Exercise 11. P. E. 17. A. E. _____. G. _____.

Review Test. Date _____, 191__.

Give this exercise first as a written test and on the following day take up the lesson orally, correcting all errors made in the test. If results are poor give a second time as a test, or at least to those whose first work was unsatisfactory.

1. We find the predicate by finding the word which _____ _____ _____ _____.

2. The only part of speech which can be used as a predicate is a _____.

3. We find the subject by answering the question formed by asking _____ or _____ before the predicate. We ask _____ when the subject is a person, and _____ when the subject is not a person.

4. We find the complement by answering the question formed by asking _____ or _____ after the subject and predicate. We ask _____ when the complement is a person, and _____ when the complement is not a person.

5. The two places in which the noun can be used in the sentence are _____ and _____.

6. The names of persons, places and things are _____.

7. Verbs show _____.

Exercise 12. P. E. 185. A. E._____. '_____.

To teach the recognition of pronouns.

It is useless for pupils to attempt to learn the recognition of pronouns by means of definitions. The popular definition does not mean much, and is only occasionally true: in the sentence *I see you*, *I* and *you* stand, not for names, but for the external objects, and under our definition are in fact nouns. The simpler and more direct method of learning pronouns is to learn them as individuals and finally to memorize them. There are only about twenty-nine common pronouns, and of these we can use at present only twelve—*I*, *me*, *we*, *us*, *you*, *he*, *she*, *him*, *her*, *it*, *they*, and *them*. We must omit possessives until after we have taken up modifiers; and the relatives, *who*, *which*, *that* and *what*, can not be introduced until we take up clauses, for they only occur in dependent clauses.

Copy on the board the pronouns given. Explain to the pupils that these words are called pronouns, and have them recite them orally several times. Have pupils pick out the pronouns of the exercise. Have the sentences analyzed orally.

Date_____, 191—.

Pronouns—I, me, we, us, you, he, him, she, her, it, they, them.

Analyze the following sentences orally:

1. I see. 2. He sings songs. 3. They saw her. 4. They played tennis. 5. It struck them. 6. She wrote letters. 7. John tripped me. 8. Monkeys ate it. 8. She told me. 9. We climbed trees. 11. You drink water. 12. Dogs chase them. 13. They catch rats. 14. We eat potatoes. 15. They saw us. 16. Boys fought him. 17. I rode. 18. He thanked her. 19. We met them. 20. He ate apples.

(*a*) Underline all of the pronouns used in the above sentences (26).

(*b*) Write two lines under each noun in the above sentences (12).

(*c*) Write three lines under all verbs (20).

(*d*) Analyze: I see. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, ___ is the subject. _____ _____ _____? _____. Therefore, _____ _____.

(*e*) Analyze: He sings songs. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

Oral—Write the following words on the blackboard and give quick oral drill, pointing out the pronouns:

It, eat, see, him, they, them, I, she, runs, buy, house, me, live, them, tell, man, we, you, child, try, her, walk, us, bird, she, if, he, she.

(*a*) Underline all the above words that are pronouns (15).

(*b*) Find the nouns and verbs of the above list.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

_____. Therefore, _____ is a _____.

Write all the pronouns of the above sentences in the following form and tell the place of each in the sentence (26).

pronoun	place
I	subject

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

After the place of each of the above pronouns has been indicated, call attention, by use of the form they have filled out, that pronouns are found only in the subject and complement places. Emphasize the fact that these pronouns are never found in the predicate place. At the conclusion of this see to it that every pupil can tell you that pronouns may be used either as subjects or as complements.

Exercise 13. P. E. 28. A. E.———. C.———.

Cumulative Review Test. Date———, 191—.

1. The two places in which pronouns can be used are ——— and ———.
2. The only part of speech that can be used in the predicate place is a ———.
3. Write the words "Predicate," "Subject" and "Complement" in the following diagram:

4. Words which show action are ———.
5. A noun is the ——— of a person, place or thing.
6. We find the predicate by finding the word which ——— ——— ——— ———.
7. To find the subject we ask ——— or ——— before the predicate, and the answer is the ———. We ask ——— when the subject is a person, and ——— when the subject is not a person.
8. To find the complement we ask ——— or ——— after the subject and predicate, and the answer is the ———. If there is no answer there is ——— ———. We ask ——— when the complement is a person, and ——— when the complement is not a person.
9. The two places in which a noun may be used are ——— and ———.

Exercise 14. P. E. 117. A. E.———. C.———.

To find adjectives.

Write the sentence, "Wild birds fly," and have some volunteer analyze it orally. The class will be unable to tell what to do with *wild*. Ask what word *wild* tells about. When you secure the answer dwell upon the fact for a time and make it clear by question and discussion that *wild* does not tell about *fly* but about *birds;* it shows what kind of birds they are which fly. Then ask what part of speech *birds* is, and upon being told that it is a noun, say that then *wild* must be an adjective, for any word that tells about a noun is an adjective. Be careful that the pupils do not get the notion that it is an adjective because it tells what kind of birds, but simply because it tells about a noun. Make this point perfectly clear. Illustrate with two or three other sen-

fences and lead to the language form, "*Wild* tells about the noun, *birds*, therefore, *wild* is an adjective." Explain that words which tell about pronouns are also adjectives, but words which tell about a verb or any other part of speech except a noun or pronoun are never adjectives. Explain that for some time their sentences will contain only adjectives telling about nouns, but that later adjectives will be shown which tell about pronouns.

Do not use the word "modify" for one or two lessons, except incidentally to remark that such and such a word tells about or "modifies" the noun, and therefore is an adjective. In this manner aim to associate the new term with its real meaning.

Extreme care should be taken in method to make clear that a word is an adjective because it modifies a noun or pronoun, not because it tells what kind, how many, etc. In order to make it clear that an adjective modifies a certain noun, it is well to require the pupils to tell in what way the adjective modifies the noun; thus, in the sentence, *Wild birds fly*, *wild* tells what kind of birds. But for the first few lessons it will be best not to bring forward this idea too strongly, and at all times never let the recitation take such form that there can be any confusion as to the real reason why a word is an adjective, to wit: that it tells about or modifies some noun or pronoun. When this point is clear it makes the relationship clearer by requiring the pupils to explain (*i. e.*, in terms of *what kind*, *how many*, *pointing out*, etc.) just in what way a given adjective modifies the noun or pronoun in question.

For the second lesson lead up to the adjective language form "*Wild* tells about the noun, *birds*. Therefore, *wild* is an adjective. The adjective, *wild*, tells *what kind* of birds."

A simple device can be used that will assist the pupil greatly in recognizing adjectives. In the sentence "Wild birds fly" ask a pupil to tell you the noun of that sentence. Upon receiving the answer, *birds*, write the words "what kind of" on the blackboard, and say that if these words are placed before the noun so as to ask a question the answer will be the adjective which modifies or tells about the noun. Thus, "what kind of" placed before "*birds*" gives the question "what kind of birds?" The answer, *wild*, gives us the adjective. This is intended merely as a preparatory step in finding the adjective. After the adjective has been found require the language form, "*Wild* tells about the noun, *birds*. Therefore, *wild* is an adjective. The adjective, *wild*, tells *what kind of* birds." Go through the sentences of the exercise first selecting the noun and then prefixing "what kind of" to the noun to find the adjective. After having gone over the sentences once orally in this manner the use of the question "what kind of" should be used by the pupil merely as a mental question to be put to himself. It is not a part of the language form, but is merely intended as a step in understanding the language form. Great care must be taken in the use of this device not to overlook the caution given above to the effect that *wild* is an adjective *because it modifies the noun*, birds, and not because it tells *what kind*.

Oral—Place the following group of words on the board and have the children read them in concert. Then give the part of speech of all the nouns and adjectives by using the language forms:

wild birds	hot water
young dogs	hungry cats
little babies	careless mice
sweet milk	

Require an oral analysis of all the following sentences of this exercise. Call for part of speech of each word, using the language form.

Date—————————, 191—.

(*a*) Find the adjectives in the following sentences:

1. Wild birds fly. ———————— tells about the noun, ————————. Therefore, ———————— is an adjective. The adjective, ————————, tells what kind of birds.

2. Young dogs bark. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ dogs.

3. Little babies drink sweet milk. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective _____, tells _____ _____ _____ babies.

_____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ milk.

4. Hot water scalds. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ water.

5. Hungry cats catch careless mice. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ cats.

_____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____ tells _____ _____ _____ mice.

6. Little boys chased me. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ boys.

7. We ate red berries. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ berries.

8. They caught large fish. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ fish.

9. Noisy hens cackle. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ hens.

10. She likes sweet honey. _____ tells about the _____, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ honey.

(*b*) Write one line under each verb of the sentences.

(*c*) Write two lines under each noun.

(*d*) Write three lines under each pronoun.

Exercise 15. P. E. 57. A. E. _____, _____.

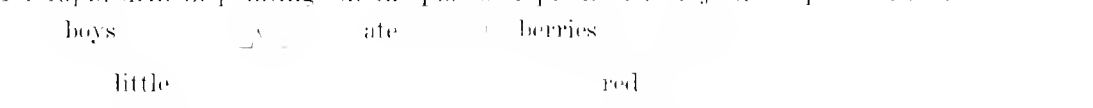
To teach diagramming of adjectives.

We may now take up the diagramming of modifiers. Work with the class at the board, where mistakes may be easily noted and corrected, until the system of representing simple modifiers can be safely used.

Do not permit the pupils to diagram without first using the language forms, for this error is lifting the lid to half the diseases of grammar teaching. If diagramming is to be used at all it must be used after all thinking possible has been done.

After the form of the diagrams has been learned explain that a modifier in a diagram is any word or group of words which is placed under another word or group of words. Adjectives are one kind of modifier, but later we will have modifiers of verbs, of adjectives, and of other parts of speech. Show upon the diagram what we mean by modifier. Use a blank diagram, thus

for rapid drill in pointing out the places of predicate, subject, complement and modifiers.



Pupils have been previously taught how to apply the language form in diagramming sentences containing only the predicate, subject and complement. It will now be necessary to teach the application of the language form for adjectives in the diagramming of adjective modifiers.

As before, send pupils to board and dictate a few sentences containing adjectives. Require the oral analysis aloud in order that pupils will not attempt to fill out the diagram without using the language form. Determine in order the predicate, subject, complement and modifiers. The modifiers in this exercise are adjectives and will always be placed under either the subject or complement, but never under the predicate. Tell them that the reason for this is that adjectives modify nouns and pronouns, but never verbs. Since we find nouns and pronouns in the subject and complement places then the modifiers of those nouns and pronouns, or adjectives, will be placed under them.

Oral—Have the sentences of this exercise analyzed orally following the proper language forms. If necessary have a few diagrammed at the board by the entire class. Take each word in order and have pupils discover its part of speech, using the proper language form.

Diagram the following sentences: Date_____. 191__.

1. Wild birds fly.

2. Young dogs bark.

3. Little babies drink sweet milk.

4. Hot water scalds.

5. Hungry cats catch careless mice.

6. Little boys chased me.

7. We ate red berries.

8. They caught large fish.

9. Noisy hens cackle.

10. She likes sweet honey.

(*a*) Underline the pronouns in the following sentences:

1. Little boys chased me. 2. We ate red berries. 3. They caught large fish. 4. Noisy hens cackle. 5. She likes sweet honey.

(*b*) Write two lines under each noun.

(*c*) Write three lines under each adjective.

(*d*) Place parentheses ( ) around the verbs.

Exercise 16. P. E. 108. A. E.———. ———.

To review.

Oral—Analyze each of the following sentences and give the part of speech of all words.

Date———, 191—.

(*a*) Underline all pronouns in the following sentences.

(*b*) Diagram the following sentences.

1. Angry dogs growl.

2. Large tigers kill men.

3. I see white clouds.

4. You study easy lessons.

5. Brave soldiers captured large cities.

6. He reads interesting books.

7. She picked red roses.

8. We drank fresh milk.

9. Trained elephants eat roasted peanuts.

10. Hungry chickens eat wheat.

(*c*) Write two lines under each adjective in above sentences.

(*d*) Write three lines under each noun in above sentences.

1. Angry dogs growl. 2. Large tigers kill men. 3. I see white clouds. 4. You study easy lessons. 5. He told them. 6. Gentle cows eat grass. 7. Small boys chased me.

Fill out the form below with the underlined words in the above sentences (12):

word	how used	part of speech

Exercise 17. P. E. 71. A. E. ———. ———

To teach the adjectives a, an, and the.

A, *an* and *the* tell about names by pointing them out, rather than stating color, size, kind, etc. Insist upon the regular language form for adjectives, but after each has been taken, ask after the language form has been given, in what way *the* (*an* or *a*) tells about ———. The answer should be: "It points out ———." Do not use this question until you are sure the pupils will not get the notion that these words are adjectives "because they point out."

As an oral drill upon this exercise, write *a*, *an*, and *the* upon the board, and ask pupils to tell which sentences contain them.

Analyze each sentence orally and call for part of speech of each word, requiring the language forms:

1. The rain fell. 2. The wind blows dust. 3. The dog chased him. 4. An early bird catches the worm. 5. They saw a snake. 6. We caught a fish. 7. An owl catches mice. 8. A strong horse draws a heavy load. 9. The pretty robin sang a song. 10. A young man stopped the runaway horse.

Date_____, 191__.

(*a*) Underline all the adjectives.

(*b*) Write a list of all the pronouns (3).

(*c*) Diagram:

1. An early bird catches the worm.

2. A strong horse draws a heavy load.

3. The pretty robin sang a song.

4. A young man stopped the runaway horse.

(*c*) Write a list of all the nouns found in Sentences 1 to 10 (16).

(*d*) Write a list of all verbs found in Sentences 1 to 10 (10).

Exercise 18. P. E. 71. A. E._____. '_____.

To use special questioning.

Oral—Proceed as in the preceding lesson to drill upon *the*, *an* and *a*. As a review the pupils should be drilled to discover the predicate, subject, and complement, using the language forms, without other direction than to analyze the sentence. But it is not necessary nor desirable that he should also memorize an order of procedure in giving the parts of speech. These matters should be brought out by special questioning.

It has been an unfortunate custom to require the pupil, without special questioning, to take up in order the part of speech of the subject, of the predicate, of the complement, the modifiers of the subject, and of the predicate, etc. The drill necessary to teach this order is enormous, and better results can be reached by leaving this latter material for special questioning. The teacher may ask, "What does *bird* do in the sentence?" (Ans. *Bird* is a name. Therefore, *bird* is a

noun. Of what is *bird* the name? (Ans. Of an animal.) What shall you do with *an*? (Ans. *An* modifies *bird*. Therefore, *an* is an adjective.) In what way does *an* modify *bird*? (Ans. It points out *bird*.) What does *early* do? (Ans. *Early* tells about *bird*. Therefore, *early* is an adjective.) In what way does *early* modify *bird*? (Ans. *Early* tells what kind of *bird* it is)," etc.

The teacher should now encourage the use of the word "modify" by pupils instead of "tells about." Gradually introduce the use of it into the language forms, but not until by frequent use by the teacher, is it entirely familiar.

Analyze the following sentences orally:

1. She met an old man. 2. It rained. 3. The hot iron threw sparks. 4. The good man told us. 5. I picked a blue flower. 6. He ate an apple. 7. The clear water floated wood. 8. An old dog followed them.

Date_____, 191__.

(*a*) Underline all the adjectives in the above sentences (13).

(*b*) Write a list of the pronouns in the above sentences (6).

_____

_____

(*c*) Diagram the following sentences:

1. She met an old man.

_____

_____

2. It rained.

_____

_____

3. The hot iron threw sparks.

_____

_____

4. The good man told us.

_____

_____

5. I picked a blue flower.

_____

_____

6. He ate an apple.

_____

_____

7. The clear water floated wood.

_____

_____

8. An old dog followed them.

_____

_____

(*d*) Write a list of all verbs used in the above sentences (8).

(*e*) Write a list of all nouns used in the above sentences (9).

Exercise 19. P. E. 151. A. E._____. C_____.

To teach the adjectives this, that, these and those.

Develop, by questioning, the realization that these new words modify nouns and consequently are adjectives. By special questioning bring out the fact that they belong to the same class as *a*, *an*, and *the*, inasmuch as they point out. Question especially upon *the*, *an* and *a* as they occur. Send the class to the board and have a few sentences diagrammed.

Date_____, 191__.

Oral—Analyze the following sentences and give part of speech of each word.

(*a*) Find the adjectives in the following sentences:

1. That little pig ate an apple. _____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ the noun, _____. _____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ pig. _____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ the noun, _____.

2. These hungry chickens ate corn.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ _____ _____ _____.

3. Those wicked men stole valuable jewels.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ _____ _____ _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ _____ _____ _____.

4. That man killed a bear.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

5. This boy studied a useful lesson.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ _____ _____.

6. That parrot ate a cracker.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

7. These horses drew a heavy load.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun, _____.

8. I sharpened those pencils.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ the noun _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, _____ _____ _____.

b. Diagram:

These tired horses drew a heavy load

_____

_____

_____

Exercise 20. P. E. 118. A. E.———. ', ———.

To teach the adjectives all, any, many, every, no, some, and terms of number.

In general, these adjectives modify by telling "how many." Require complete oral analysis of the sentences, and use special questioning for the modifiers. After a pupil has used the regular language form, question him to bring out in what way the adjective modifies the noun.

In Exercise 14 use was made of the words "what kind of" prefixed to the noun to form the question, "What kind of birds?" Such a device is not needed with those adjectives which "point out" for *a, an, the, this, that, these* and *those* are to be memorized and should be recognized at sight. In taking up those adjectives that tell "how many," however, the same device as that used in Exercise 14 can be used. Tell pupils to first find the noun and to prefix the words "how many" to form a question. Thus, in "Four girls want that book" the noun is "girls," and the question when formed will be "how many girls?" The answer, *four*, gives the adjective. After the adjective has been found the language form should be given, thus: "*four* tells about the noun, *girls*. Therefore, *four* is an adjective. The adjective, *four*, tells *how many* girls." Be careful here not to permit pupils to say that *four* is an adjective because it tells how many. It is an adjective because it modifies the noun, and not because it tells "how many." Go over each sentence orally and apply this device to find those adjectives that tell how many.

Oral—Analyze the following sentences and give part of speech of each word:

Date———, 191—.

1. The boys played ball. 2. Four girls read that book. 3. Many animals eat meat. 4. Some animals eat no meat. 5. Every child played this game. 6. All men eat. 7. That boy broke those windows. 8. Three small children sang some songs. 9. Any dog swims. 10. Those soldiers raised an old tattered flag.

(*a*) Underline all adjectives in the above sentences (19).

(*b*) Write a list of all the adjectives in the above sentences that point out nouns (7).

(*c*) Write a list of all the adjectives that tell "how many" (9).

(*d*) Write a list of all the adjectives that tell "what kind" (3).

(*e*) Underline all the pronouns which occur among the following list of words (12): the, me, some, you, a, an, I, any, see, he, seven, them, girl, they, home, she, every, it, walk, us, ran, we, man, him, made, six, ask, her, no.

(*f*) Write a list of all the verbs in the above sentences (10).

(*g*) Write a list of all the nouns in the above sentences (18).

Wild, small, a, all, tall, young, an, every, little, some, this, hungry, five, fourteen, red, blue, those, large, fifty, nice, noisy, that, an, sweet, many, wicked, every, severe, easy, the, many, all, green, brave, these, no, some, the, severe.

(*h*) Write one line under the above words that may be used as adjectives which "point out."

(*i*) Write two lines under the above words that may be used as adjectives which tell "how many."

(*j*) Write three lines under the above words that may be used as adjectives which tell "what kind."

Exercise 21. P. E. 145. A. E. ———. ', ———.

To review all types of adjectives, and also pronouns.

Require oral analysis of each sentence, with special questioning upon modifiers, and upon what each modifies and expresses. In this exercise will be found adjectives which "point out," which tell "how many" and which tell "what kind." If pupils find any difficulty in discovering the adjectives make use of the devices where "how many" and "what kind" are prefixed to the noun to ask the question. This need not be done in those cases where the adjective "points out," for the pupil should recognize those seven adjectives at sight. In the sentences of this exercise have the pupil use both the "how many" and the "what kind" questions with each noun, for if both are not used some of the adjectives may be overlooked. Thus in the first sentence, "Those boys own some pretty, white rabbits," first ask, "what kind of rabbits?" The answers, *white* and *pretty*, will give two of the adjectives, but not all. So then ask the question, "how many rabbits?" The answer, *some*, completes the list of adjectives modifying rabbits. After finding each adjective in this way use the language form for telling the use of adjectives.

Date———————————, 191—.

1. Those boys sold some pretty, white rabbits. 2. We read those books. 3. You saw this boy. 4. He ate an apple. 5. Some dogs chased him. 6. That boy kicked him. 7. They ran a race. 8. She called me. 9. Those men thanked us. 10. This hard ball struck him. 11. It bit the boy. 12. These noisy children followed her. 13. I threw an orange. 14. Every boy kicked that football. 15. Any boy eats good candy. 16. The small boy saw many wild animals. 17. All cattle eat hay. 18. No one ate the sour fruit. 19. Six pupils worked those hard examples. 20. No horses kick colts.

(*a*) Tell part of speech of all underlined words by filling in the following form (29):

word	how used	part of speech
those	modifies noun, boys	adjective

(*b*) Write a list of all the adjectives in the above sentences which point out nouns (15).

(*c*) Write a list of all the adjectives which tell "how many" (8).

(*d*) Write a list of all the adjectives which tell "what kind" (8).

(*e*) Write a list of all the pronouns found in the above sentences (13).

(*f*) Write a list of the verbs in the above sentences (20).

g. Write a list of the nouns in the above sentences (23).

_____

_____

_____

Exercise 22. P. E. 54. A. E._____. G_____.

Date_____, 191__.

Cumulative Review Test. (See directions of Exercise 11.)

1. The only part of speech which can be used as a predicate of a sentence is a _____.
2. The parts of speech which may be used as subjects are _____ and _____.
3. The parts of speech which may be used as complements are _____ and _____.
4. The part of speech which shows action is a _____.
5. The part of speech which is used to name persons, places or things is a _____.
6. The part of speech which modifies a noun is the _____.
7. Can a noun be used in the predicate place? _____. In what places in the sentence can a noun be used? _____ and _____.
8. Can a verb be used as a subject or complement? _____. What is the only place in which a verb may be used? _____.
9. Adjectives always modify _____. Can an adjective modify a verb? _____.
10. The adjective "wild" always modifies a noun by telling _____.
11. The adjective "three" always modifies a noun by telling _____.
12. The adjective "the" modifies a noun by _____.
13. In what places in the sentence may a pronoun be used? _____ and _____.
14. What two parts of speech may be used in the subject place? _____ and _____. What part of speech modifies nouns and pronouns? _____. What is the part of speech of any word which modifies a word used as the subject? _____.
15. What part of speech is used as a predicate? _____. Do adjectives modify verbs? _____. Can an adjective modify a word used as a predicate? _____.
16. What part of speech may be used where a noun may be used? _____.
17. The four places of a sentence are _____, _____ and _____.
18. In analyzing a sentence, what is the first place to find? _____.
19. We find the predicate by finding the word which _____.
20. To find a subject we ask _____ or _____ before the predicate, and the answer is the _____.
21. To find the complement we ask _____ or _____ after the subject and predicate, and the answer is the complement. If there is no answer there _____.
22. Verbs, nouns, pronouns and adjectives are _____.
23. Predicate, subject, complement and modifier are the _____.

Exercise 23. P. E. 167. A. E._____. ‘_____.

To teach adverbs.

An adverb is a word that modifies a verb, an adjective, or any other adverb. We must take each construction separately, reviewing the construction already learned.

Write the sentence *The tame birds fly wildly*, and after pupils have analyzed the sentence as far as *wildly*, ask what the word is which it modifies. Bring out by questioning that *wildly* changes the meaning of *fly*, telling the manner of the flying. It does not modify *birds*, because the sentence tells us that they were tame birds, not wild ones. Explain that since *wildly* clearly tells about a verb (fly) it must be an adverb, for adverbs are the parts of speech which modify verbs. Tell the class that adverbs never modify nouns or pronouns, for words which do so, as we have already learned, are adjectives. Illustrate with two or three other sentences and lead up to the language form, "*Wildly* tells about (or modifies) the verb, *fly*. Therefore, *wildly* is an adverb. The adverb, *wildly*, tells *how* the birds fly." After this form has been recited ask such questions as, "In what way does *wildly* modify the verb?" (Ans. It tells how the birds fly.) Show the class that adverbs are diagrammed exactly as adjectives as each sentence is analyzed.

With the pupils make no distinction as to adverbs of time, place, degree, etc. These distinctions are of no value, as no mistakes grow out of their confusion.

Experience has shown that it is impractical to attempt to teach adverbs which modify adjectives and other adverbs this early in the course, for pupils find such work too difficult to grasp thoroughly. Only those adverbs which modify verbs are here given. The others will be studied later in this course.

Oral—Analyze all sentences and call for part of speech of all words.

The sentences of this exercise contain only those adverbs that modify verbs by telling "how." As an aid to the pupil in finding these adverbs tell the pupil to first find the verb, prefix the word "how" to form a question, and the answer will be the adverb. After finding the adverb apply the language form. Illustration: In the sentence "*The tame birds fly wildly*" the verb is "fly." How fly? *Wildly*. "*Wildly* tells about the verb, *fly*. Therefore, *wildly* is an adverb. The adverb, *wildly*, tells *how* the birds fly."

1. The tame birds fly wildly. 2. The fast horse trotted slowly. 3. The noisy class sings softly. 4. The heavy elephant lifted the child lightly. 5. The express train climbed the hill slowly. 6. The older pupils wrote neatly. 7. The smoky lamp burned dimly. 8. The injured man smiled cheerfully. 9. The cross teacher sang sweetly. 10. The lively children played quietly.

Date_____, 191__.

(*a*) Find the adjectives and adverbs in the following sentences, but omit the adjective *the*.

1. The tame birds fly wildly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the birds fly.

2. The fast horse trotted slowly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the horse trotted.

3. The noisy class sings softly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the class sings.

4. The heavy elephant lifted the child lightly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the elephant lifted.

5. The express train climbed the hill slowly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the train climbed.

6. The older pupils wrote neatly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the pupils wrote.

7. The smoky lamp burned dimly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the lamp burned.

8. The injured man smiled cheerfully.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the man smiled.

9. The cross teacher sang sweetly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells the teacher sang.

10. The lively children played quietly.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the children played.

(*b*) Diagram:

The tame birds fly wildly.

_____

_____

The fast horse trotted slowly.

_____

_____

_____

The noisy class sings softly.

_____

_____

_____

(*c*) Draw one line under all verbs found in Sentences 1–10.

(*d*) Draw two lines under all nouns in Sentences 1–10.

Exercise 24. P. E. 125. A. E._____. '_____.

The sentences of this exercise contain adverbs expressing "where." To assist the pupil in finding the adverb tell him to select the verb, prefix "where" to form a question and the answer is the adverb modifying the verb used in the question. Thus, in "We live here," the verb is "live." Where live? *Here*. "*Here* tells about the verb, *live*. Therefore *here* is an adverb. The adverb, *here*, tells *where* we live."

Date_____, 191_.

Find the adverbs in the following sentences:

1. We live here.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ we live.

2. The army moved forward.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the army moved.

3. They went home.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ they went.

4. They ran out.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ they ran.

5. The cow stood there.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the cow stood.

6. We looked up.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ we looked.

7. An old tree stands near.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the tree stands.

8. Indians live here.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the Indians live.

9. The bell rang loudly.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the bell rang.

10. They went in.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ they went.

Review diagramming by means of the blank diagram. Diagram the following:

Then they ran out.

An old tree stands near.

The army moved forward.

1. We live here. 2. The army moved forward. 3. They went home. 4. Then they ran out. 5. The cow stood there. 6. We looked up. 7. An old tree stands near. 8. Indians once lived here. 9. The bell rang loudly. 10. They then went in.

Use the following form to tell part of speech of underlined words in the above sentences (17):

word	how used	part of speech
live	shows action	verb

Write a list of all the pronouns in the above sentences (5).

Write a list of all the adverbs in the above sentences (13).

Write a list of all the verbs in the above sentences (10).

Exercise 25. P. E. 181. A. E.———. ———.

Adverbs expressing "when" are to be found in the sentences of this exercise. Have the pupil assist himself in finding the adverbs by first selecting the verb. Then prefix "when" to the verb to form a question. The answer to this question is the adverb, and when the adverb is found it should be given with the language form. Illustration: In the sentence, "The postman came late" the verb is "came." When came? *Late*. "*Late* tells about the verb, *came*. Therefore, *late* is an adverb. The adverb, *late*, tells *when* the postman came."

Oral—Analyze all sentences and call for part of speech of all words.

a. Find the adjectives and adverbs in the following sentences:

Date_____, 191__.

1. The postman came late.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the postman came.

2. California lions often kill sheep.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ lions kill.

3. Buffaloes formerly roamed the prairies.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ buffaloes roamed.

4. Seven pupils now study grammar.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ pupils.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ pupils study.

5. Then the stage came.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the stage came.

6. John never played games.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ John played.

7. The lazy man seldom worked.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the man worked.

8. He always worked hard.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ he worked.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ he worked.

9. The angry boy once fought two fights.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____ tells _____.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the boy fought.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ fights.

10. The officer soon found the lost child.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the officer found.

_____ tells about the noun, _____. Therefore, _____ is an adjective. The adjective, _____, tells _____ _____ _____ _____.

11. I worked yesterday.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ I worked.

12. The crowd came early.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the crowd came.

(*b*) Draw one line under each noun used in the above sentences (16).

(*c*) Draw two lines under each verb used in the sentences (12).

(*d*) Draw three lines under each pronoun (2).

(*e*) Analyze and diagram: Buffaloes formerly roamed the prairies. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

Diagram: _____

_____

_____

(*f*) Analyze and diagram: Then they went in. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? Therefore, _____ . Therefore, _____.

Diagram: _____

_____

_____

(*g*) Analyze: The officer soon found the lost child. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____? _____. Therefore, _____ is the complement.

Diagram: _____

_____

Exercise 26. P. E. 124. A. E. [illegible]

To review adverbs.

The work with the adverbs of this exercise will combine the work of the three preceding exercises, for adverbs telling "how," "when" and "where" are given. In finding the adverbs of this and all succeeding exercises the pupil is to first find the verb and prefix, in the order given, the words "how," "when" and "where" to form questions. Each of the three questions must be answered with each verb in order that all the modifiers of each verb will be found. In the sentence, "The hot flames burst forth instantly" the verb is "burst." How burst? There is no answer, and, therefore, there is no adverb modifying *burst* by telling "how." When burst? *Instantly.* "*Instantly* tells about the verb, *burst*. Therefore, *instantly* is an adverb. The adverb, *instantly*, tells *when* the flames *burst*." Where burst? *Forth.* "*Forth* tells about the verb, *burst*. Therefore, *forth* is an adverb. The adverb, *forth*, tells where the flames burst." Remember that the questions "how burst?" "when burst?" and "where burst?" are not to be written. They are merely mental devices to find the adverb. After the adverb is found insist upon the use of the language form.

Oral—Analyze each sentence and call for part of speech of all words.

(*a*) Find all the adverbs in the following sentences:

Date_____, 191__.

1. He once killed a large grizzly bear.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ he killed.

2. She stood there.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ she stood.

3. He saw me immediately.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ he saw.

4. The wolves crept nearer.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ wolves crept.

5. They lifted him gently.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ they lifted.

6. This savage dog barked angrily.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the dog barked.

7. These men work here.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the men work.

8. Every star twinkled brightly.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the stars twinkled.

9. We saw her distinctly.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ we saw.

10. The hot flames shot forth instantly.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the flames shot.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ the flames shot

11. All rivers flow downward.

_____ tells about the verb, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ rivers flow.

(*b*) Write one line under each noun used in the above sentences.

(*c*) Write two lines under each pronoun used in the above sentences.

Write a list of all the adjectives used in the above sentences (11).

_____

_____

_____

_____

Write a list of all the verbs used in the above sentences (11).

_____

_____

_____

_____

Diagram:

1. He once killed a large grizzly bear.

_____

_____

2. The wolves continually crept nearer.

_____

_____

3. This savage dog barked angrily.

_____

_____

4. The hot flames shot forth instantly.

_____

_____

5. All rivers flow downward.

_____

_____

Exercise 27. P. E. 299. A. E.—

Review by complete analysis of all forms studied.

Complete analyses of sentences by pupils should not be required unless some definite order of procedure is before the pupil in black and white. This can be written either on the board or on a sheet of paper, and the pupil should be allowed to refer to this in giving his complete analysis. Otherwise much valuable time is lost, for in most cases the pupil will spend more effort in attempting to remember the order of procedure than in giving the analysis itself. In writing this exercise, as it appears below, no such order of procedure need be written on the board or elsewhere. When studied orally, however, the teacher should ask a definite question for every word. In the sentence "He once killed a large grizzly bear" the teacher should ask first for the simple analysis, then for the words used as modifiers, and, thirdly, take up each word of the sentence to ascertain its part of speech.

Oral. Analyze each sentence of this exercise, call for modifiers, and have part of speech of each word given. Review diagramming by means of the blank diagram on the board, and call for the name of the places in the diagram as you point to the empty places. As pupils analyze sentences orally the teacher should diagram at the front board, placing each word in its place in the diagram as rapidly as it is found by the pupil. Be careful not to diagram faster than the pupil analyzes.

Date—, 191—.

Analyze the following sentences, give part of speech of each word found, and diagram:

1. He once killed a large grizzly bear. tells what is done. Therefore, is the predicate. ? Therefore, is the subject. ? . Therefore, is the complement.

The words used as modifiers are , , and .

He is a .

Once tells about the . Therefore, *once* is an .

Killed . Therefore, *killed* is a .

A tells about the . Therefore, is an .

Large tells about the . Therefore, *large* is an .

Grizzly tells about the . Therefore, *grizzly* is an .

Bear is a . Therefore, *bear* is a .

Diagram:

2. Six fast horses trotted slowly. tells what is done. Therefore, is the predicate. Therefore, is the subject. ? Therefore .

The words used as modifiers are _____ and _____.

Six tells about the _____, _____. Therefore, *six* is an _____

Fast tells about the _____, _____. Therefore, *fast* is an _____.

Horses is a _____. Therefore, _____ is a _____.

Trotted _____ _____. Therefore, _____ is a _____.

Slowly tells about the _____, _____. Therefore, _____ is an _____.

Diagram: _____

_____

3. These engines always pull many cars. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

The words used as modifiers are _____, _____, and _____.

These tells about the _____, _____. Therefore, *these* is an _____.

Engines is a _____. Therefore, *engines* is a _____.

Always tells about the _____, _____. Therefore, *always* is an _____.

Pull _____ _____. Therefore, _____ is a _____.

Many tells about the _____, _____. Therefore, *many* is an _____

Cars is a _____. Therefore, _____ is a _____.

Diagram: _____

_____

4. The singer sang old songs sweetly. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

The words used as modifiers are _____, _____, and _____.

The tells about the _____, _____. Therefore, *the* is an _____.

Singer is a _____. Therefore, *singer* is a _____.

Sang _____ _____. Therefore, _____ is _____.

Old tells about the _____, _____. Therefore, *old* is an _____.

Songs is a _____. Therefore, *songs* is a _____.

Sweetly tells about the _____, _____. Therefore, _____ is an _____.

Diagram: _____

_____

5. Fifty brave soldiers quickly drove back the enemy. _____ tells what is done. Therefore, _____ is the predicate. _____ ? _____. Therefore, _____ is the subject. _____ ? _____. Therefore, _____ is the complement.

The words used as modifiers are _____, _____, _____, _____ and _____.

Fifty tells about the _____. Therefore, _____ is an _____.

Brave tells about the _____. Therefore, _____ is an _____.

Soldiers is a _____. Therefore, *soldiers* is a _____.

Quickly tells about the _____. Therefore, *quickly* is an _____.

Drove _____. Therefore, _____ is a _____.

Back tells about the _____. Therefore, *back* is an _____.

The tells about the _____. Therefore, *the* is an _____

Enemy is a _____. Therefore, *enemy* is a _____.

Diagram: _____

6. He walked home rapidly. _____ tells what is done. Therefore, _____ is the predicate. _____ ? _____. Therefore, _____ is the subject. _____ ? _____ Therefore, _____.

The words used as modifiers are _____ and _____.

He is a _____.

Walked _____ Therefore *walked* is a _____.

Home tells about the _____. Therefore, *home* is an _____

Rapidly tells about the _____. Therefore, _____ is an _____.

Diagram: _____

7. The angry boy once fought two fights _____ tells what is done. Therefore, _____ is the predicate. _____ ? _____ Therefore, _____ is the subject. _____ ? _____. Therefore, _____ is the complement.

The words used as modifiers are _____ and _____.

The tells about the _____, _____. Therefore, *the* is an _____.

Angry tells about the _____, _____. Therefore, *angry* is an _____.

Boy is a _____. Therefore, *boy* is a _____.

Once tells about the _____, _____. Therefore, *once* is an _____.

Fought _____ _____. Therefore, *fought* is a _____.

Two tells about the _____, _____. Therefore, *two* is an _____.

Fights is a _____. Therefore, *fights* is a _____.

Diagram: _____

_____

8. I worked hard yesterday. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____.

The words used as modifiers are _____ and _____.

I is a _____.

Worked _____ _____. Therefore, _____ is a _____.

Hard tells about the _____, _____. Therefore, *hard* is an _____.

Yesterday tells about the _____, _____. Therefore *yesterday* is an _____.

Diagram: _____

_____

Exercise 28. P. E. 64. A. E. _____. _____.

Date _____, 191__.

Cumulative Review Test.

There are three steps to be followed in using this (or any other) Cumulative Review: (1) give questions as a written test with no previous drill; (2) use questions as an outline for an oral review; and (3) give as a regular written lesson after the oral review has been given.

For the oral review the questions are so arranged in order as to permit their use by the teacher as an outline in conducting a review of all previous work. Many of the questions seem to be mere repetitions. They are repetitions in thought, but not in wording. Pupils can often answer the question when worded in one form, but fail to answer correctly when expressed in a different form. In determining the use of a word in the sentence it is necessary sometimes to speak in an active manner, again in a passive way, and at still other times it is necessary to speak in negative terms. For this reason the questions are given in the various forms as appear below.

Do not proceed to advance work until all questions in this review have been thoroughly mastered.

1. The only place in which a verb can be used is the _____.

2. The only part of speech which can be used as a predicate is a _____.

3. What two parts of speech may be used as the subject? _____ and _____.

4. In what places in the sentence can nouns and pronouns be used? _____ and _____.

5. What two parts of speech may the complement be? _____ and _____.

6. What parts of speech may modify other words? _____ and _____.

7. Any word which modifies a verb is an _____.

8. Any word which modifies a noun is an _____.

9. Adverbs modify _____, by telling _____, _____ or _____.

10. Adjectives modify _____, by telling _____, _____ and by _____.

11. What parts of speech are always modifiers? _____ and _____.

12. The only part of speech which can modify a verb is an _____.

13. The only part of speech which can modify a noun is an _____.

14. Do adjectives modify verbs? _____. Do adjectives modify nouns? _____.

15. Do adverbs modify verbs? _____ Do adverbs modify nouns? _____.

16. Since the only part of speech which can be used as a predicate is a _____, then any word which modifies a word used as a predicate will be an _____. Can an adjective modify a predicate? _____.

17. Can an adverb modify a word used as the subject? _____.

18. Verbs show _____

19. Underline the pronouns in the following list of words: up, they, then, us, we, to, by, him, I, you, them, no, she, soon, her, once, it, quite, me, now, us, runs, he, good, boys, him, more.

20. We find the predicate by finding the word which tells _____ _____.

21. We find the subject by answering the question formed by asking _____ or a _____ before the predicate. We ask _____ when the subject is a person, and _____ when the subject is not a person.

22. We find the complement by answering the question formed by asking the question _____ or _____ with the subject and predicate. If there is no answer there _____ We ask _____ when the complement is a person, and _____ when the complement is not a person.

Exercise 29. P. E. 95 A. E. _____

The preposition.

It is useless folly to attempt to teach pupils to recognize prepositions through comprehension of a definition. No one, pupil or teacher, ever actually realized that prepositions "show relation." It is a pretty phrase, but we mean nothing by it. The shortest method of learning to recognize prepositions is simply to learn that certain words are prepositions as we meet them individually in sentences. In conformity with this plan, the exercises introduce the more common prepositions, one by one, in sentences and by reviews the pupils will quickly learn to remember that such words are prepositions.

To introduce the prepositions in and at.

Write upon the board the sentence, *The girls in the yard jump rope*. Call their attention to the word *in*. Tell them it is called a preposition, and teach the spelling of "preposition." Tell them also that the noun *yard*, the first noun which comes after it, is the object of the preposition *in*. Then ask volunteers to find a preposition in the second sentence. Ask what is the object of the preposition *in?* Ask the question in this form, because we wish to familiarize the pupils with the language form "object of the preposition ————————."

Treat sentences in this way until understood, and finally vary your questions, asking, "What is the preposition in the sixth sentence?" "What is the noun 'desk'?" (Except the answer, "The noun *desk* is the object of the preposition *in*.") Drill in this manner until you succeed in teaching the language form "———————— is a preposition, having for its object the noun ————————."

Finally, tell them that the preposition, its object and the modifiers of this object make up what is called a prepositional phrase. As a device send the pupils to the board and dictate sentences showing them how to underline the preposition and to enclose the entire phrase in parentheses.

Date————————————, 191—.

Oral—Analyze each sentence and call for part of speech of each word.

1. The girls in the yard jump rope. 2. The boy in the blue suit sells papers. 3. The parrot in the cage ate a cracker. 4. The man in the store sells oranges. 5. The cat jumped at the bird in the cage. 6. We bought the candy in the store at the station. 7. The grocer delivered the apples at the house. 8. He sold fruit in boxes. 9. The horse stopped at the barn. 10. The lion in the cage roared at the children.

(*a*) Underline all the prepositions (13).

(*b*) Put parentheses around all the prepositional phrases (13).

(*c*) *In* is a preposition, having for its object the noun, *yard*. *The* tells about the noun, *yard*. Therefore, *the* is an adjective. *In the yard* is a prepositional phrase.

Select the prepositional phrases from sentences 2 and 3 by filling in the following blanks:

2. ———— is a preposition, having for its object the noun, ————. ———— tells about the noun, ————. Therefore, ———— is an ————. ———— tells about the noun. Therefore, ———— is an adjective. ———— ———— ———— ———— is a prepositional phrase.

3. ———— is a preposition, having for its object the noun, ————. ———— tells about the noun, ————. Therefore, ———— is an adjective. ———— ———— ———— is a prepositional phrase.

(*d*) Draw one dotted line under each verb.

(*e*) Draw two dotted lines under each noun.

Exercise 30. P. E. 98. A. E.————————, ————.

To introduce the prepositions into, on, and over.

Drill especially on the language form of prepositions, but also analyze the sentences and question in review concerning the adverbs and adjectives. Do not ask what the phrases modify. There are no current errors dependent upon what word a phrase modifies, and this feature may be eliminated from grammar teaching.

The adjective *the* becomes by necessity so often repeated that drill upon it becomes overdone. It is desirable never to question concerning it, and teach pupils the habit of omitting reference to it, as otherwise much recitation time is purely wasted.

1. The swimmer suddenly jumped into the blue water. 2. We cautiously walked into the gloomy cave. 3. He wants that book on the round table. 4. Many frightened passengers on the ship behaved foolishly. 5. The cow jumped over the moon. 6. The boys threw the ball over the high fence. 7. The boy fell into the water accidentally. 8. A pilot then came to the old ship. 9. The army secretly crossed over the river in boats at night. 10. We looked into the shop windows.

Date_____. 191__.

Oral—Analyze each sentence and call for part of speech of each word.

a Underline all the prepositions.

b Place parentheses around each of the prepositional phrases.

c Fill in the following blanks by referring to the sentence of the same number above:

1. *Suddenly* modifies the _____. Therefore, *suddenly* is an _____.

2. *Cautiously* modifies the _____. Therefore *cautiously* is an _____.

2. *Gloomy* modifies the _____. Therefore, *gloomy* is an _____.

4. *Frightened* modifies the _____. Therefore, _____ is an _____.

4. *Foolishly* modifies the _____. Therefore, *foolishly* is an _____.

7. *Accidentally* modifies the _____. Therefore, *accidentally* is an _____.

9. *Secretly* modifies the _____. Therefore, *secretly* is an _____.

10. *Shop* modifies the _____. Therefore, *shop* is an _____.

d Select the prepositional phrases from Sentences 1, 3, 6 and 8 and fill in the following blanks:

1. _____ is a preposition, having for its object the noun, _____. _____ tells about the _____. Therefore, _____ is an adjective.

_____ is a prepositional phrase.

3. _____ is a preposition having for its object the noun, _____. _____ tells about the noun, _____. Therefore, _____ is an adjective.

_____ is a prepositional phrase.

6. _____ is a preposition having for its object the noun, _____. _____ tells about the noun, _____. Therefore, _____ is an adjective.

_____ is a prepositional phrase.

8. _____ is a preposition, having for its object the _____.

_____ tells about the noun, _____. Therefore, _____ is an adjective.

_____ is a prepositional phrase.

Caution.—In future work in diagramming do not assign sentences containing phrases, for we are not teaching phrases as modifiers.

Diagram: The swimmer quickly swam the river.

_____

_____.

Many frightened passengers acted foolishly.

_____

_____

Exercise 31. P. E. 126. A. E._____. C._____.

To introduce the prepositions by, to, and of; review of previous prepositions and also of pronouns.

1. An old mill stood by the river. 2. They came by the rough wagon road. 3. This kitten recently came to us. 4. The squirrel climbed to the top of the tree. 5. I called the dog to me. 6. We finally discovered the cause of the delay. 7. The hunter shot at them. 8. He sent the letter to her by a messenger. 9. You told the truth of the unfortunate affair. 10. She threw a stone over the fence at the barking dog. 11. It drove him into the barn.

Date_____, 191_.

Oral—Analyze each sentence and give part of speech of each word.

(*a*) Underline all the prepositions (14).

(*b*) Place parentheses around all the prepositional phrases (14).

(*c*) Refer to the sentences above as numbered and fill in the following blanks:

1. *By the river* is a _____. It is introduced by the _____, which has for its object the _____.

2. *Wagon* tells about the _____. Therefore, *wagon* is an _____.

2. *Rough* tells about the _____. Therefore, *rough* is an _____.

3. *Recently* modifies the _____. Therefore, *recently* is an _____.

3. *To us* is a _____. The preposition is _____, and its object is the pronoun, _____.

(*d*) Write one line under the prepositions and two lines under the pronouns of the following list of words: then, at, you, by, into, she, they, to, in, I, quite, some, he, him, over, every, at, on, all, we, us, of, no, any, her, very, me.

(c) Select all the adjectives and adverbs from the above sentences and place them in th following form (20).

word	how used	part of speech
an	modifies noun, mill	adjective

Exercise 32.

To introduce the prepositions with, from, and for.

1. He came with us. 2. She asked for you. 3. We rode with them into the country. 4. The returned for it. 5. He hastened to her at the cry of danger. 6. I carried him from the burning building. 7. The army escaped from the dangerous ambuscade with slight loss. 8. The stopped for lunch at the quaint hotel in the village. 9. The messenger brought a letter from th general to the colonel.

Oral. Analyze each sentence. Call for part of speech of each word and give language form for prepositional phrases.

(a) Underline all the prepositions (16).

(b) Place parentheses around all prepositional phrases (16).

(c) See sentences as numbered and fill in the blanks:

1. *With us* is a ____. The preposition is ____ and its object is the pronoun. ____.

2. *For you* is a _____. The preposition is _____ and its object is the pronoun, _____.

3. *With them* is a _____. *With* is the _____ and the _____, _____, is its object.

3. *Into the country* is a _____. The preposition is _____ and the _____, country, is its _____.

6. _____ is a preposition, having for its object the _____. _____ tells about the noun, _____. Therefore, _____ is an adjective. _____ _____ is a prepositional phrase.

(*d*) Draw one dotted line under each adjective (14).

(*e*) Write a list of all the pronouns used in the above sentences (13).

_____

_____

_____

Exercise 33. P. E. 125. A. E. _____.

To introduce the prepositions behind, among, through, near, before, after, between, under, toward, up, down, and above.

Oral—Analyze some of the sentences. Question upon the way in which the adjectives and adverbs modify the words they do. Have all the phrases and prepositions pointed out and oral drill given upon the language form for the phrases. Give part of speech of each word by using the proper language form.

Date_____, 191_.

1. The pencil lies behind the book. 2. The house stood among the trees. 3. The children looked through the telescope. 4. We live near the church. 5. The pupils arrived at school before noon. 6. The boys generally play ball after school. 7. A modest violet grew in the garden among the daisies. 8. The father built a swing between two trees. 9. The tramp asked for food. 10. Swallows usually build nests under the eaves of houses. 11. The horse ran toward the barn. 12. Jack went up the hill. 13. The boat floated noiselessly down the river. 14. The bird flew above the hunters across the river. 15. The rat ran under the barn.

(*a*) Underline all the prepositions in the above sentences (19).

(*b*) Place parentheses around all prepositional phrases (19).

(*c*) Draw one dotted line under each noun (36).

behind, me, all, too, near, good, among, I, this, that, before, every, between, then, us, up, we, this, under, any, you, no, ask, down, after, them, above, good, run, toward, sit, they, jump, with, girl, from, her, for, boy, he, man, in, to, and, him, come, on, went, by, she, a, of, it, an, the, over, old, said, into, baby, at.

(*d*) Draw one line under all prepositions in this list of words (21).

(*e*) Draw two lines under all pronouns in this list (12).

f) Diagram:

1. The happy children saw the new moon.

2. The boys usually play baseball.

3. The old boat floated away quietly

Exercise 34. P. E. 35 A E

Date. 191—

Oral—Proceed as in preceding lesson.

1. The postman came late. 2. California lions often kill sheep. 3. Rain soon fell. 4. Buff loes once roamed the prairies. 5. These pupils now study grammar.

1. In Sentence 1, what word expresses action? What part of speech is it What does *late* modify? Why is *late* an adverb Because it modifies a

2. In Sentence 2, what word tells about the noun, *lions?* Wh part of speech is it? Why is *California* an adjective in this sentence? Because it modifies

What word expresses action? What part of speech is it?

What word modifies *kill?* What part of speech is it?

What does *often* tell about *kill?* It tells lions kill.

3. expresses action. Therefore, is a verb. *Soon* tel the rain fell. Therefore, *soon* is an is a name. Therefore, is a

4. tells about the verb. Therefore, is an

Diagram:

California lions often kill sheep

Rain soon fell

Buffaloes once roamed the prairies.

_____

_____

Exercise 35. P. E. 21. A. E. _____. ℅ _____.

Date _____, 191__.

Cumulative Review Test.

1. What parts of speech may be used as the object of a preposition? _____ and _____.

2. A prepositional phrase is made up of the _____, the _____ of the preposition, and the _____ of the object.

3. Some phrases have no modifiers of the object of the preposition, but all phrases have a _____ and the _____ of that preposition.

4. The predicate must always be a _____.

5. The parts of speech which can be used as subjects are _____ and _____.

6. The parts of speech which can be used as complements are _____ and _____. Can adverbs be used as complements? _____.

7. Can an adverb ever modify a word used as subject? _____. Can an adverb ever modify a word used as a predicate? _____.

8. What part of speech is never modified by a modifier? _____.

9. Prepositions are never used without a _____ or a _____ as an object.

10. The modifier of a verb is always an _____, and the modifier of a noun is always an _____. Can an adjective ever modify a verb? _____.

Exercise 36. P. E. 24. A. E. _____. ℅ _____.

To teach number of nouns.

Number, so far as grammar is concerned, has little to do with learning the singular and plural forms. This matter is the business of language teaching, properly, and can best be taught merely as spelling lessons. The grammatical aspect of number has for its goal the principle of agreement of verbs with their subjects and of pronouns with their antecedents. It is in these places that mistakes are made. Our present goal is to establish a ready recognition of the singular and plural forms of nouns, pronouns and verbs as a basis for establishing later the principle of agreement.

Write in columns the singular and plural forms, respectively, of the following words: hat, chair, window, cow, fox, ranch, child, man, calf, knife, cherry, berry. Have pupils tell, as best they can, the difference in meaning between *hat* and *hats*, *child* and *children*, *calf* and *calves*, *berry* and *berries*, etc. Then write "Singular Number" over one column and "Plural Number" over the other, and have the words pronounced distinctly. Teach the spelling of singular and plural.

Lead to the statement that the singular number is used when we mean one person or thing, and the plural number when we mean more than one person or thing.

Draw from the pupils a statement as to how the plural is formed from the singular in each case, but do not attempt to have these methods memorized.

Date ——— ——, 191—.

chairs, fox, berries, cows, hat, child, knives, calves, ranch, hats, chair, foxes, window, cherries, cow, ranches, berry, man, children, berries, knife, men, cherry, windows.

(*a*) Draw one line under all the nouns in the above list which are in the singular number (11).

(*b*) Draw two lines under all the nouns in the above list which are in the plural number (13).

Exercise 37.

P. E. 57. A. E.——— ———.

To drill upon number of nouns.

Assign the nouns of this exercise as a spelling lesson to be studied at home. Require the spelling of both singular and plural forms to be memorized. Give as a spelling lesson the following day.

Date ——— ——, 191—.

Singular	*Plural*	*Singular*	*Plural*
child	children	negro	negroes
fairy	fairies	half	halves
knife	knives	ox	oxen
herdsman	herdsmen	deer	deer
sheep	sheep	foot	feet
baby	babies	branch	branches
mouse	mice	hero	heroes
tooth	teeth	spoonful	spoonfuls
wolf	wolves	leaf	leaves
potato	potatoes	shelf	shelves
city	cities	thief	thieves
goose	geese	trout	trout
loaf	loaves	dozen	dozen
calf	calves	woman	women
oat	oats	lady	ladies
man	men	half	halves
louse	lice	life	lives
wife	wives	volcano	volcanoes
alley	alleys	radius	radii
alumnus	alumni	broncho	bronchoes
buffalo	buffaloes	echo	echoes
cargo	cargoes	tomato	tomatoes
calico	calicoes	torpedo	torpedoes
beef	beeves	veto	vetoes

Oral. Analyze each sentence and give language form for all parts of speech and prepositional phrases.

1. Many children played there in the garden. 2. Some butchers buy tender beeves for customers. 3. Any child likes stories of kind fairies. 4. The negroes bought those knives. 5. They cut the watermelon into halves. 6. The herdsmen drove the oxen over the hill into the next valley. 7. The shepherds found two small sheep in the old barn. 8. The deer swam rapidly across the wide river. 9. Babies cry for food.

(*a*) Draw one straight line under each noun in the singular number (10).
(*b*) Draw two straight lines under each noun in the plural number (14).
(*c*) Draw one wavy line under each adjective (22).
(*d*) Draw two wavy lines under each adverb (2).
(*e*) Place parentheses around each prepositional phrase (9).

Exercise 38. P. E. 52. A. E._____. %_____.

Date_____, 191__.

To drill upon number of nouns.

Oral—Analyze each sentence and call for the part of speech of each word. Give the language form for each prepositional phrase.

1. Chinese women have very small feet. 2. Those mice ate that cheese. 3. Old teeth sometimes ache dreadfully. 4. Many heroes fought in the Revolutionary War. 5. Any hungry wolf chases deer. 6. He drank three spoonfuls of this bitter medicine. 7. Potatoes grow under the ground. 8. Henry built four shelves on that wall. 9. We killed many geese yesterday at the river. 10. They bought four loaves of bread for us.

(*a*) Draw one straight line under each noun in the singular number (11).
(*b*) Draw two straight lines under each noun in the plural number (11).
(*c*) Draw one wavy line under each adjective (19).
(*d*) Draw two wavy lines under each adverb (4).
(*e*) Place parentheses around each prepositional phrase and draw three straight lines under each preposition (7).
(*f*) Diagram Sentence 1.

_____

_____

_____

Exercise 39. P. E. 78. A. E._____. %_____.

To drill on number of nouns.

Have the pupils tell whether the nouns are singular or plural. If singular have them change the form to the plural, telling how they do it. If plural have them give the singular form. Then have the sentences analyzed and special drill given to adjectives, adverbs, and prepositional phrases with their prepositions and objects and modifiers of the object.

Oral.—Analyze each sentence. Give language form for each part of speech and phrase.

1. The tall oak trees stand behind the old barn. 2. The white clouds float slowly above the low hills. 3. Many red boats sailed quickly down the river from the town. 4. That frightened dog ran hastily through the open door toward the teacher. 5. Some red apples lay under the tree near an old gate.

Date———————————, 191—.

(*a*) Draw one line under all nouns used in these sentences which are singular in number (8).

(*b*) Draw two lines under all the nouns in the plural number (5).

(*c*) In the above nouns the plural is formed from the singular by adding ———————— to the ————————.

(*d*) Underline all the prepositions and place the phrases in parentheses.

(*e*) Write the plural of the following nouns: *baby*, ———; *door*, ————————; *bush*, ————; *dollar*, ————————; *peach*, ————————; *fairy*, ————————; *wolf*, ————————; *leaf*, ————————; *life*, ————————; *lady*, ————————; *tooth*, ————————; *goose*, ————————; *woman*, ————————; *teacher*, ————————.

(*f*) Nearly all nouns in the plural number end in ————.

(*g*) Adjectives and adverbs are never used as subjects, ———— or ———— of sentences, but are used in the ———— place.

(*h*) Predicates of a sentence are always ————.

(*i*) The subject and complement of a sentence are never ————.

(*j*) ———————— phrases always contain a preposition and its object. The object of the preposition is usually a ———— or a ————.

(*k*) Draw one wavy line under each verb in the sentences of this exercise (5).

(*l*) Write a list of the adjectives used in Sentences 1–5 (23).

———————————————

Exercise 40. P. E. 75. A. E.———. ———.

Date———, 191—.

To review number of nouns, etc.

Oral—Analyze each sentence. Call for parts of speech and phrases.

1. The large bear suddenly fell from the tree into the cold water. 2. The startled baby quickly threw the piece of burning paper to the ground. 3. The brothers then built a very beautiful home on the banks of the river. 4. The swift ball almost struck the small boy in the face. 5. Many exhausted soldiers fought fiercely for their lives.

(*a*) Write the plural of all nouns found in the singular number (12).

(*b*) Write the singular of all nouns found in the plural (4).

(*c*) *Suddenly* tells ——— the bear fell. Therefore, *suddenly* modifies the ———, *fell*. Therefore, *suddenly* is an ———.

(*d*) Underline all the prepositions and place all the prepositional pharses in parentheses.

(*e*) Draw two straight lines under each adjective (22).

(*f*) Draw one wavy line under each adverb (6).

(*g*) Underline the pronouns in the following list of words: there, they, us, we, some, I, many, any, she, all, he, a, it, you, an, him, four, the, her, fifty, this, twenty-three, that, these, white, wicked, those, yesterday, every, now, no, then.

(*h*) Draw two lines under each adjective in the above list of words (18).

Exercise 41. P. E. 53. A. E.———. ———.

Oral—Analyze each sentence and give part of speech of each word.

Date———, 191—.

To review.

1. The startled baby quickly threw the piece of burning paper to the ground.

Startled modifies the ———, ———. Therefore, ——— is an ———.

Quickly tells about the ———, ———. Therefore, ——— is an ———.

Burning tells about the ———, ———. Therefore, *burning* is an ———.

Ground is a noun and is the object of the preposition ———.

2. The brothers then built a beautiful home on the banks of the river.

Then modifies the ———, ———. Therefore, ——— is an ———.

Beautiful tells about the _____. Therefore, *beautiful* is an _____.

The noun, *banks*, is the object of the preposition, _____. The noun, *river*, is the object of the preposition, _____.

3. The exhausted soldiers fought fiercely for their lives.

Exhausted tells about the _____. Therefore, _____ is an _____.

(*a*) Write one straight line under each verb found in the above sentences (3).
(*b*) Write two lines under each adjective (12).
(*c*) Write one wavy line under each adverb (3).
(*d*) Write two wavy lines under each noun (10).

Exercise 42. P. E. 80. A. E. _____. G. _____.

Date_____, 191__.

To review.

Oral—Analyze each sentence. Give parts of speech and phrases.

1. The elected officers solemnly took the oath of office. 2. The alarmed crew immediately left the sinking vessel. 3. The large dog by the road barked at the passing ladies. 4. The falling snow soon covered the paths in the forest.

(*a*) Write the plural form of all nouns found in the singular number (7).

_____

_____

(*b*) Write the singular form of all nouns found in the plural number (3).

_____

_____

(*c*) *Elected* modifies the _____. Therefore, *elected* is an _____.

(*d*) *Solemnly* modifies the _____. Therefore, *solemnly* is an _____.

(*e*) *Alarmed* modifies the _____. Therefore, *alarmed* is an _____.

(*f*) *Immediately* modifies the _____. Therefore, *immediately* is an _____.

(*g*) *Sinking* modifies the _____. Therefore, *sinking* is an _____.

(*h*) *By the road* is a _____. The preposition is _____, and its object is the _____.

(*i*) *At the passing ladies* is a _____ _____. The preposition is _____, and its object is the _____, _____. *Passing* modifies the _____, _____. Therefore, *passing* is an _____.

(*j*) *Falling* modifies the _____, _____. Therefore, *falling* is an _____.

(*k*) *In the forest* is a _____ _____. _____ is the preposition having for its object the _____, _____.

(*l*) Draw one straight line under each adjective (15).

(*m*) Draw two straight lines under each adverb (3).

(*n*) Draw one wavy line under each verb (4).

(*o*) Place parentheses around each prepositional phrase and draw a dotted line under each preposition (4).

(*p*) Diagram Sentence 2:

_____

_____

_____

Exercise 43. P. E. 82. A. E._____. C._____.

Date_____, 191__.

Cumulative Review Test.

1. A noun is singular when it means _____ person or thing.

2. A noun is plural when it means _____ _____ _____ person or thing.

3. To change a noun from the singular to the plural number we usually add _____ or _____ to the _____ number form.

4. Children is the plural of _____. Man is the _____ of _____. Women is the _____ of _____. Cherry is the _____ of _____. Knife is the _____ of _____. Calf is the _____ of _____.

5. Underline the prepositions in the following: me, to, her, from, with, by, I, us, to, for, she, toward, across, me, in, it, into, under, we, they, over, between, them, behind, you, during, through.

6. In what places may pronouns be used? _____, and _____ and object of a _____.

7. Adjectives modify _____ by telling _____ _____, _____ _____ and by _____ _____. Do adjectives ever modify verbs? _____.

8. Adverbs modify _____ by telling _____, _____ or _____.

9. Are adverbs ever used as complements? _____. What parts of speech are used as complements? _____ and _____.

10. Write the names of the places in the following empty diagram:

11. Write the names of the parts of speech that may be used in the subject place; write the name of the part of speech that can be used in the predicate place; those that may be used in the complement place, and those that may be used in the modifier places in the following diagram:

and and

12. Verbs show

13. Any word which modifies a word used as a subject is an Why? Because only the parts of speech that can be used as a subject are and and the only part of speech that modifies nouns and pronouns is an

Can adverbs modify the subject? Why? Because only and can be used as subjects and these can not be modified by

15. Any word which modifies a word used as a predicate is an Why? Because the only part of speech that can be a predicate is a , and the only part of speech that can modify a verb is an

16. Can an adjective modify a predicate? Why? Because the only part of speech that can be used as a predicate is a , and verbs can not be modified by an

Exercise 44. P. E. 54 A. E.

Date , 191 .

To teach number of pronouns.

I. we, me, us, you, he, they, him, them, she, her, it, my, mine, your, yours, his, her, hers, us, their, theirs.

a Draw one line under all of the pronouns which are in the singular number.

b Draw two lines under all pronouns which are in the plural number.

c Nouns usually form their plurals by adding or to the

d Adjectives modify and .

e Adjectives never modify .

f Adverbs modify .

g Adverbs never modify .

Oral—Analyze and give part of speech of all words.

1. They saw us in the park yesterday. 2. We often went with them along the banks of the beautiful river. 3. He walked with me to school. 4. I saw him there before noon. 5. She carried it across the street. 6. The teacher spoke kindly to her.

(*a*) Draw one straight line under each singular pronoun.
(*b*) Draw two straight lines under each plural pronoun.
(*c*) Place parentheses around each prepositional phrase.
(*d*) Draw three lines under each adverb.

Exercise 45. P. E. 56. A. E.———. C.———.

Date———, 191—.

To review.

1. Many young men ran after the fleeing thief through the excited crowd. 2. The strong wind blew those dry leaves from several trees. 3. John found an old knife among his playthings. 4. A large wagon usually stands by that blacksmith shop.

(*a*) Write the plural of all nouns in the singular number (7).

———

———

(*b*) Write the singular of all nouns in the plural number (4).

———

———

(*c*) Place in parentheses all prepositional phrases and underline the prepositions.

(*d*) *Fleeing* modifies the ———, ———. Therefore, *fleeing* is an ———.

(*e*) *Young* modifies the ———, ———. Therefore, *young* is an ———.

(*f*) *Excited* modifies the ———, ———. Therefore, *excited* is an ———.

(*g*) *Strong* modifies the ———, ———. Therefore, *strong* is an ———.

(*h*) *Dry* modifies the ———, ———. Therefore, *dry* is an ———.

(*i*) *Old* modifies the ———, ———. Therefore, *old* is an ———.

(*j*) *Large* modifies the ———, ———. Therefore, *large* is an ———.

(*k*) *Usually* modifies the ———, ———. Therefore, *usually* is an ———.

(*l*) *Blacksmith* modifies the _____. _____. Therefore, *blacksmith* is an _____.

(*m*) Write three lines under each adjective in the above sentences.

(*n*) What is the pronoun in Sentence 3? _____ It is in the _____ number.

Exercise 46.

P. E. 15. A. E._____. '_____.

To teach number of verbs.

Explain that many verbs, just like nouns, have singular and plural forms. The difference is that while in the case of nouns we usually add *s* to the singular to form the plural, in the case of verbs we add *s* to the plural to form the singular. Thus, *see* is plural and we add *s* to make it singular, *sees*. We say, "The cats see" but "The cat sees." If the subject is singular then the singular form of the verb must be used, or the predicate must be singular; and if the subject is plural then the predicate must be plural.

Use examples until this relationship is made clear to all. Emphasize the fact that it is the number of the subject that determines the form of the verb to be used. If the subject refers to but one thing or person, then the verb must be singular. If the subject refers to more than one thing or person then the plural form must be used. After this relationship has been made clear explain that there are two exceptions to this rule, that the pronouns *I* and *you* (singular) are always followed by a verb in the plural form. Thus it is *I see* and *you see*. There is no need of mentioning "Person" when the verb is taught in this way.

Date _____, 191__.

1. The cat drinks. 2. The cats drink. 3. The winds blow. 4. The wind blows. 5. The dogs bark. 6. The dog barks.

(*a*) Draw one line under all nouns in the singular number.

(*b*) Draw one line under all verbs in the singular number.

(*c*) Draw two lines under all nouns in the plural number.

(*d*) Draw two lines under all verbs in the plural number.

(*e*) In what letter do all the singular verbs end?

(*f*) We use the singular verb, *drinks*, in Sentence 1 because the subject, *cat*, is singular, and the predicate, *drinks*, must also be _____ to agree with the singular subject.

(*g*) We use the plural verb *drink* in Sentence 2 because the subject, *cats*, is plural and the predicate must also be _____ to agree with the plural subject.

Exercise 47.

P. E. 102. A. E. _____ '_____.

Date _____, 191__.

To drill upon number forms of verbs, nouns and pronouns.

Sees, blow, ring, goes, fall, break, write, tear, does, eats, grow, begin, know, throw, flys, draw, climb, comes, drinks, give, lay, loses, ride, runs, swim, set, wears.

(*a*) Draw one line under each singular verb in the above list and two lines under each plural verb.

He, we, they, she, it, I.

(*b*) Draw one line under each singular pronoun and two lines under each plural pronoun.

Children, fairy, negroes, knives, sheep, dogs, baby, foot, mouse, hunter, heroes, farmers, boys, tigers.

(*c*) Draw one line under each of the above nouns that is in the singular number and two lines under each noun that is plural.

(*d*) Fill in the blanks in the following sentences:

1. He _____ (see or sees) us.
2. We _____ (ring or rings) the school bell.
3. They _____ (go or goes) home at noon.
4. It _____ (fall or falls) to the floor.
5. I _____ (know or knows) my lesson.
6. Children _____ (fly or flies) kites.
7. Fairies _____ (come or comes) to earth.
8. That negro _____ (sing or sings) an old song.
9. These knives _____ (cut or cuts) well.
10. That sheep _____ (walk or walks) home.
11. Many sheep _____ (walk or walks) home.
12. My dog _____ (run or runs) rapidly.
13. Little babies _____ (drink or drinks) sweet milk.
14. His foot _____ (ache or aches).
15. The mouse _____ (eat or eats) the cheese.
16. The hunter _____ (kill or kills) many bear.
17. All heroes _____ (fight or fights) bravely.
18. Some farmers _____ (plow or plows) very early in the season.
19. This boy _____ (draw or draws) very beautiful pictures.
20. Tigers often _____ (kill or kills) men.

(*e*) Draw one line under each adjective found in the above sentences.

(*f*) Draw two lines under each adverb in the above sentences.

(*g*) Place parentheses around each prepositional phrase and draw a wavy line under each preposition.

Exercise 48. P. E. 23. A. E._____. C._____.

Date_____, 191__.

To drill upon the number of forms of verbs.

1. The horse runs. 2. The man walks. 3. The children play. 4. The girl jumps rope. 5. The boys yell.

(*a*) Rewrite these sentences, changing the singular subjects to plural and the plural subjects

to singular. Then you must change the predicates so that they will have the same number as the subjects.

1. _____

2. _____

3. _____

4. _____

5. _____

Oral—Analyze and give part of speech of all words.

1. Beautiful flowers grow in the garden. 2. Some roses bloom in this garden. 3. That bird flies easily from tree to tree.

(*a*) In Sentence 1 the predicate is *grow* and not *grows* because the subject, *flowers*, is _____. Therefore, the predicate must also be _____ to agree with the subject.

(*b*) In Sentence 2 the subject, *rose*, is _____. Therefore, the predicate must also be _____ to agree with the subject.

(*c*) In Sentence 3 the subject, _____, is _____. Therefore, the predicate, _____, must be _____ to agree with the _____.

(*d*) Underline all the prepositions and place parentheses around all the prepositional phrases.

(*e*) *Easily* (in Sentence 3) modifies the _____, _____. Therefore, *easily* is an _____.

(*f*) *Beautiful* (in Sentence 1) modifies the _____. Therefore, *beautiful* is an _____.

(*g*) *This* (in Sentence 2) modifies the _____, _____. Therefore, *this* is an _____.

Exercise 49. P. E. 57. A. E._____. *C*_____.

Date _____, 191—.

Cumulative Review Test. (See directions of Exercise 28.)

1. Verbs ending in *s* are always _____ in number. Nouns ending in *s* are usually _____ in number.

2. A subject in the singular number must have for a predicate a verb in the _____ number.

3. We can change a verb from the plural to the singular number by adding _____ to the _____ number form.

4. The object of a preposition may be either a _____ or _____.

5. The only part of speech which can be used as a predicate is the _____.

6. The only modifier a verb can have is an _____.

7. The part of speech which may modify a noun is an _____.

8. Underline all the prepositions and cross out the pronouns in the following list of words: in, cow, her, into, with, he, down, the, ox, for, by, behind, across, dog, she, us, see, to, by, over, they, at, from, she, about, among, it, I, up, us, after.

9. Words which are names are _____.

10. Words which show action are _____.

11. Draw one line under each adjective in the following list that tells "how many": this, a, many, the, some, an, those, that, every, white, wicked, naughty, all, any, black, tall, no, few, these.

12. Draw two lines under the adjectives of 11 which "point out."

13. Draw three lines under each adjective of 11 that tells "what kind."

Exercise 50. P. E. 26. A. E._____. ', _____.

Date_____, 191__.

To teach time form of verbs.

Explain that verbs change their spelling to show time. Use the following sentences to illustrate: I *see* the bird now. I *saw* the bird yesterday.

I *jump* over the board now. I *jumped* over the board yesterday.

I *raise* my hand now. I *raised* my hand an hour ago.

I *open* my eyes. I *opened* my eyes this morning.

I *close* my eyes. I *closed* my eyes.

I *hear* a sound. I *heard* a sound.

Show that by changing the spelling of the verb we change from the present time to past time or from past time to present time. If the pupils have heretofore used the term "yesterday words" tell them that you wish them to learn the terms *present* and *past time*, and that nearly all verbs have different forms to show present and past time.

see, heard, tastes, touched, saw, hear, ran, speak, spoke, sang, jump, climbed, climb, catches, caught, rode, ride, rides, sing, sung, walks, walk, walked.

(*a*) Write a list of all the verbs in the present time (12).

_____

_____

_____

(*b*) Write a list of all the verbs in the past time (11).

_____

_____

(*c*) Nouns ending in *s* are usually in the _____ number.

(*d*) Verbs ending in *s* are always in the _____ number.

(*e*) Verbs ending in *d* or *ed* usually express action in the _____ time.

Exercise 51. P. E. 138. A. E. _____. ', _____.

To drill upon present and past time form of verbs.

Oral—Analyze each sentence and call for part of speech of each word. Pay particular attention to the number forms of all nouns, pronouns and verbs. In the case of nouns and verbs call for the spelling of the opposite number form. Ask for the time expressed by each verb and have it spelled in the past form if present, or in the present form if past.

Date———————, 191—.

PRINCIPAL PARTS

Present form.	*Past form.*	*Past participle.*
see	saw	seen
eat	ate	eaten
grow	grew	grown

1. I now see the mistake in the example. 2. You see the snow on the mountains. 3. He sees quite distinctly through the new spectacles. 4. I saw him yesterday. 5. We saw her yesterday. 6. She saw me at school. 7. John sees it. 8. They saw the moon through a telescope. 9. All rats eat cheese. 10. The old rosebush grew over the wall. 11. We ate sandwiches for lunch. 12. The horse ate the leaves of the tree. 13. The dog eats with the cat. 14. That ivy vine grows from the foot of the wall to the roof of the house. 15. This pretty flower grows by the roadside. 16. The dog ate the meat on a plate. 17. Flowers grow best in very rich soil. 18. Hungry wolves kill men.

(*a*) Draw one straight line under each verb which expresses action in the present time.
(*b*) Draw two straight lines under each verb which is in the past time.
(*c*) Draw one wavy line under each verb in the singular number.
(*d*) Draw a dotted line under each verb in the plural number.
(*e*) Draw a wavy line under each noun in the singular number.
(*f*) Draw a dotted line under each noun in the plural number.
(*g*) Draw a wavy line under each pronoun in the singular number.
(*h*) Draw a dotted line under each pronoun in the plural number.
(*i*) Draw two wavy lines under each adjective.
(*j*) Draw three straight lines under each adverb.
(*k*) Place parentheses around each prepositional phrase.

Exercise 52. P. E. H. A. E. ———

To teach the means of expressing future time.

Explain that we have seen how past and present time are expressed by changes in the spelling of the verb; that there is one other kind of time—future time. Future time is shown, not by a change in spelling, but by placing either *shall* or *will* before the present form. Thus, I see, I shall see; they will see. *Shall* and *will* are really adverbs, but we shall call them "helpers" and treat them as part of the verb.

Date———————, 191—.

1. A large old house near the creek recently burned. 2. They laid down the heavy bundles near the bench. 3. Many boxes of fresh fruit will come from the country. 4. An iron fence extends around the crumbling castle.

(*a*) (1) *Burned* shows action in the _____ time. (2) *Laid* shows action in the _____ time. (3) *Will come* shows action in the _____ time. (4) *Extends* shows action in the _____ time.

(*b*) In Sentence 4 the verb is *extends* and not *extend* because the subject, _____, is in the _____ number and the verb must also be _____ to agree with the subject.

(*c*) Place all the prepositional phrases in parentheses and underline all the prepositions.

(*d*) Write a list of all the adjectives (14).

_____

_____

(*e*) In Sentence 1, _____ is an adverb because it modifies the _____, _____. It tells _____ the house burned.

(*f*) In Sentence 2, _____ is an adverb because it modifies the _____ _____. It tells _____ they laid the load.

(*g*) What helpers are used to express future time of verbs? _____ and _____.

Exercise 53. P. E. 137. A. E. _____. C. _____.

Oral—Analyze each sentence and have pupils give part of speech of each word by applying the proper language form. Ask for the number expressed by each noun, pronoun and verb. With the nouns and verbs call for the spelling of the opposite number as in the preceding lesson. Require pupils to give the time expressed by each verb. With verbs expressing future time emphasize the fact that *shall* is only used when the subject is the pronouns *I* or *we*.

Date _____, 191—.

1. She lives in that house with the tall chimneys. 2. The boy stood on the burning deck. 3. This little girl will sing for us. 4. The teacher will sit behind the desk. 5. We shall find those strawberries among some weeds on the hill. 6. Birds fly through the air. 7. Many pupils easily write well in copybooks. 8. The copybooks of a few pupils show extreme care. 9. Mary will play with the other children after supper. 10. They will come promptly at the appointed hour. 11. The hives of these bees stand under the apple tree. 12. He will come with us. 13. She asked for you. 14. We shall ride with them into the country. 15. They will return for it. 16. He hastened to her at the cry of danger. 17. I shall carry him from the burning building. 18. The army escaped from the dangerous ambuscade with very slight loss. 19. They will stop for lunch at the quaint hotel in the village. 20. The messenger will carry a letter from the general to the colonel.

(*a*) Draw one straight line under each verb expressing action in the future time.
(*b*) Draw two straight lines under each verb expressing action in the present time.
(*c*) Draw three straight lines under each verb in the past time.
(*d*) Draw one wavy line under each noun and pronoun in the singular number.
(*e*) Draw two wavy lines under each noun and pronoun in the plural number.
(*f*) Draw one line through, or cross out, each verb in the singular number.
(*g*) Place parentheses around each verb in the plural number.
(*h*) Draw one dotted line under each adjective.
(*i*) Draw two dotted lines under each adverb.

Exercise 54. P. E. 117. A. E. [illegible]

To teach the ways of expressing past time.

Explain that past time is shown not only by a change in the spelling, but by certain helpers used with a third form of the verb. Thus, I *saw* the book, or I *have seen* the book; He *ate* the apple, or He *has eaten* the apple. Tell the pupils that the helpers used to express past time in this way are *have*, *has*, and *had*, and that the third form of the verb that is used with these helpers is called the past participle.

Date [illegible], 191—.

1. I see the comet. 2. The boys saw the comet. 3. The girls will see the comet. 4. John sees the comet. 5. We shall see the comet. 6. They had seen the comet already. 7. The boys have seen the comet. 8. John has seen the comet.

(*a*) Write all the verbs in the present time (2).

[illegible]

(*b*) Write all the verbs in the past time with the helpers have, has or had (3).

[illegible]

(*c*) Write the verbs in the past time that have no helpers. (1)

[illegible]

(*d*) Write all the verbs expressing future time. (2).

[illegible]

(*e*) What is the present form of *see*?

(*f*) What is the past form of *see*?

(*g*) What is the past participle of *see*?

(*h*) Which of these three forms will always be used with the helpers *have*, *has*, or *had*?

Explain that every verb has three parts or different forms of spelling. Explain that the first of these parts is known as the "Present form"; the second is the "Past form"; and the third is the "Past Participle." All three of these parts are called "Principal Parts" of a verb. Do not require the following principal parts to be memorized in this lesson, but allow pupils to refer to them when dealing with the verb forms containing the helpers *have*, *has* and *had* in the sentences of this exercise.

Present form.	*Past form.*	*Past participle.*
play	played	played
study	studied	studied
eat	ate	eaten
break	broke	broken
sing	sang	sung
raise	raised	raised
stand	stood	stood
write	wrote	written
come	came	come

Explain that in using the verb with the helpers *have*, *had* or *has* that it is always the third principal part, or the Past Participle of the verb that is used.

Oral—Omit the analysis of the sentences of this exercise, and call only for the part of speech of those words that you think pupils will find difficult. Call for the time expressed by each verb, but omit calling for number of those verbs used with have, has or had for the present. Lay stress upon the fact that it is the third form of the verb that is used with the helpers in each case.

Date_____, 191—.

1. Those boys have played ball. 2. Four girls have studied that book. 3. Many animals eat meat. 4. That boy has broken those windows. 5. Three small children had sung some songs. 6. Those soldiers have raised an old tattered flag. 7. She lives in that house with the tall chimneys. 8. The boy had stood on the burning deck. 9. This little girl has sung for us. 10. The teacher sat behind the desk. 11. We found those strawberries among some weeds on the hill. 12. Birds fly through the air. 13. Many pupils had written well in copybooks. 14. The copybooks of a few pupils show extreme care. 15. Mary will play with the other children after supper. 16. We shall come promptly at the appointed hour.

(*a*) Draw one straight line under each verb that expresses past time with *have*, *has* and *had*.
(*b*) Draw two lines under each verb that expresses past time without *have*, *has* and *had*.
(*c*) Draw three straight lines under each verb that expresses future time.
(*d*) Draw one wavy line under each noun and pronoun in the singular number.
(*e*) Draw two wavy lines under each noun and pronoun that is in the plural number.
(*f*) Place parentheses around each prepositional phrase.
(*g*) Draw one dotted line under each adjective.
(*h*) Draw two dotted lines under each adverb.

Exercise 55. P. E. 23. A. E._____. (_____.

Date_____, 191—.

To drill upon time form of verbs.

1. Weeds grow in the garden. 2. An oak tree grew in the front yard. 3. An old man talked to us. 4. The polite boy kindly helped the blind man.

(*a*) Write all the verbs which are in the past time (3).

(*b*) What verb is in the present time? ———.

(*c*) Write a list of all the adjectives (11).

(*d*) *Kindly* is an adverb because it modifies the ———. ——— ———.

(*e*) *Blind* (Sentence 1) is an ———, because it modifies the ———, ———.

Write the present form of all verbs in the past time (3).

Exercise 56. P. E. 119. A. E.———. ℄ ———.

To drill upon time forms of verbs.

Oral—Analyze each sentence and call for part of speech of each word, using the proper language form. Require the time expressed by each verb to be given. Omit for the present the number of those verbs used with have, has or had, but call for the number of all other verbs. Have pupils give the number of each noun and pronoun.

Date———, 191—.

1. The horse eats the lump of sugar from the hand of the little girl. 2. You have cheerfully done a great kindness. 3. A rosebush grew by the side of the gate. 4. It has grown very rapidly. 5. She had suddenly gone to the city. 6. We went over the hill into a very pretty valley. 7. During the night the wind tore the yacht from the moorings. 8. I shall write the letter. 9. Those ripe apples have fallen from the tree. 10. He will probably go for the mail at an early hour. 11. The puppy has seriously torn the dress of the little girl. 12. The whistle promptly blew a shrill blast at the moment of the accident. 13. David has rung the bell. 14. A sudden gust of wind blew the sail from the mast. 15. A pistol shot rings out sharply in the still night. 16. That rope will surely break under so severe a strain. 17. Some seed fall by the wayside. 18. I did it. 19. You have done it.

(*a*) Draw one straight line under each verb that expresses past time with *have*, *has* or *had*.
(*b*) Draw two straight lines under each verb that expresses past time without *have*, *has* or *had*.
(*c*) Draw one wavy line under each verb expressing present time.
(*d*) Draw two wavy lines under each verb expressing future time.
(*e*) Draw one dotted line under each adjective.
(*f*) Draw two dotted lines under each adverb.

(*g*) Place parentheses around each prepositional phrase.

(*h*) Give the number of the verbs in the sentences numbered below, and tell why its number is singular or plural as the case may be.

(1) The verb, *eats*, is singular, because its subject, horse, is singular

(3) The verb, *grew*, is _____, because its subject, _____, is _____.

(6) The verb, *went*, is _____, because its subject, _____, is _____.

(7) The verb, *tore*, is _____, because its subject, _____, is _____.

(11) The verb, *blew*, is _____, because its subject, _____, is _____.

(14) The verb, *rings*, is _____, because its subject, _____, is _____.

(16) The verb, *fall*, is _____, because its subject, _____, is _____.

Exercise 57. P. E. 114. A. E._____. '_____.

To drill upon verb forms.

Oral—Analyze each sentence and call for the part of speech of each word. Have pupils give the time expressed by each verb. Require for the present only the number of those verbs which are not assisted by *have*, *has* or *had*. Ask for the number of all nouns and pronouns, and with the nouns require the spelling of the opposite number form.

Date_____, 191—.

1. The pencil lies behind the book. 2. The house stood among the trees. 3. The children have looked through the telescope. 4. We live near the church. 5. The pupils will arrive at school before noon. 6. The boys generally play ball after school. 7. A modest violet grew in the garden among the daisies. 8. The father has built a swing between two trees. 9. The tramp asked for food. 10. Swallows usually build nests under the eaves of houses. 11. The horse had run toward the barn. 12. Jack has gone up the hill. 13. The boat had floated noiselessly down the river. 14. The birds have flown above the hunters across the river. 15. The rats had run under the barn.

(*a*) Draw one straight line under each verb in the past time that is used with *have*, *has* or *had*.

(*b*) Draw two lines under each verb in the past time that is not used with *have*, *has* or *had*.

(*c*) Draw three straight lines under each verb in the present time.

(*d*) Draw one wavy line under each verb in the future time.

(*e*) Draw one dotted line under each noun and pronoun in the singular number.

(*f*) Draw two wavy lines under each noun and pronoun in the plural number.

(*g*) Place parentheses around each prepositional phrase.

(*h*) Draw two dotted lines under each adjective.

(*i*) Draw three dotted lines under each adverb.

(c) Give the number of the verbs in the numbered sentences below, and tell why its number is singular or plural by filling in the blanks.

(1) The verb, *lies*, is _____ because its subject, _____, is _____.

(4) The verb, *live*, is _____, because its subject, _____, is _____.

(6) The verb, *play*, is _____, because its subject, _____, is _____.

(10) The verb, *build*, is _____, because its subject, _____, is _____.

Exercise 58. P. E. 49. A. E _____. C _____.

To teach the use of has, have and had as to number.

Teach that *had* can be used with either a singular or plural subject. *Has* can only be used when the subject is singular, and *have* can be used when the subject is *I* or *you* or is plural. Thus, The boy *has seen* the comet; The boys *have seen* the comet; or I *have seen* the comet; He *had seen* the comet; They *had seen* the comet.

Have the sentences analyzed orally. Question upon the time form and number of each predicate. Have the adverbs and adjectives found by means of the language forms.

Date _____, 191—.

1. The wind frequently blows from the south in winter. 2. The whistles blew promptly at noon. 3. The strong winds have blown off the church spire. 4. The school bell has rung for the dismissal of the pupils. 5. The monitors have rung the bell. 6. I shall ring the bell at the proper time.

(a) Tell the number of each verb used in the above sentences by filling in the following blanks:

(1) The verb, *blows*, is _____, because its subject, _____, is _____.

(2) The verb, *blew*, is _____, because its subject, _____, is _____.

(3) The verb, *have blown*, is _____, because its subject, _____ is _____.

(4) The verb, *has rung*, is _____, because its subject, _____, is _____.

(5) The verb, *have rung*, is _____, because its subject, _____, is _____.

(6) The verb, *shall ring*, is _____, because its subject, _____, is _____.

(b) Tell the time expressed by the verbs in the above sentences by filling in the following blanks:

(1) *Blows* expresses action in the _____ time.

(2) *Blew* expresses action in the _____ time.

(3) *Have blown* expresses action in the _____ time.

(4) *Has rung* expresses action in the _____ time.

(5) *Have rung* expresses action in the _____ time.

(6) *Shall ring* expresses action in the _____ time.

(c) Draw one straight line under each adverb in the above sentences.

(d) Draw two straight lines under each adjective.

(e) Place parentheses around each prepositional phrase.

Exercise 59. P. E. 89. A. E. ———. C. ———.

To drill upon have, has and had as to number.

Oral—Analyze each sentence and call for the part of speech of all adverbs and adjectives by using the proper language forms. Call for the number of each noun, pronoun and verb. Require pupils to give the time expressed by each verb.

Date ———, 191—.

1. That angry lion has broken the bars of the iron cage. 2. The bridegroom had bought a handsome watch for his bride. 3. Those children have played in the garden. 4. Many negroes have eaten these ripe watermelons. 5. I have studied my arithmetic lesson. 6. The herdsmen had driven the sheep into the shed before dark. 7. This baby has now worn holes in the old shoes. 8. We have told her about it. 9. Some pupils have finished the examination. 10. That cackling hen has laid an egg.

(*a*) Tell the number of each verb by filling in the following blanks:

(1) *Has broken* is ——— because its subject, ———, is ———.
(2) *Had bought* is ——— because its subject, ———, is ———.
(3) *Have played* is ——— because its subject, ———, is ———.
(4) *Have eaten* is ——— because its subject, ———, is ———.
(5) *Have studied* is ——— because its subject, ———, is ———.
(6) *Had driven* is ——— because its subject, ———, is ———.
(7) *Has worn* is ——— because its subject, ———, is ———.
(8) *Have told* is ——— because its subject, ———, is ———.
(9) *Have finished* is ——— because its subject, ———, is ———.
(10) *Has laid* is ——— because its subject, ———, is ———.

(*b*) Draw one straight line under each noun and pronoun that is in the singular number.
(*c*) Draw two straight lines under each noun and pronoun that is in the plural number.
(*d*) Draw one wavy line under each adjective.
(*e*) Place parentheses around each prepositional phrase.

Exercise 60. P. E. 39. A. E. ———. C. ———.

Date ———, 191—.

PRINCIPAL PARTS.

To teach principal parts and time forms.

Present form.	*Past form.*	*Past participle.*
blow	blew	blown
ring	rang	rung

1. The wind frequently blows from the south in winter. 2. The whistles blew promptly at noon. 3. The strong wind has blown off the church spire. 4. The school bell rang for the

dismissal of the pupils. 5. The monitor has rung the bell. 6. I shall ring the bell at the proper time.

(*a*) What form of the verb is used in Sentence 1? ———— ————.

(*b*) What form of the verb is used in Sentence 2? ————————.

(*c*) What form of the verb is used in Sentence 3? ———— ———.

(*d*) What form of the verb is used in Sentence 4? ———————.

(*e*) What form of the verb is used in Sentence 5? ———————.

(*f*) What form of the verb is used in Sentence 6? ———— ———.

(*g*) We use *has* and not *have* in Sentence 3 because the subject is ———————— and the verb must also be ———— —— —— to agree with the subject.

(*h*) We use *has* and not *have* in Sentence 5 because the subject is ———————— and the verb must also be ———————— to agree with the subject.

(*i*) What time is expressed in Sentence 6? —— ———— ———.

(*j*) What helpers express future time? ——— —— and ————————.

(*k*) What form of the verb is used without a helper? —— ————————.

(*l*) When the helpers *has*, *have* and *had* are used what form of the verb must be used? ———————— ————————.

(*m*) The ———— ———— ———— of the verb is always used with one of the helpers *has*, *have* or *had*.

(*n*) Underline all the prepositions and place parentheses around the prepositional phrases.

(*o*) Write a list of all the adjectives, omitting *the* (4).

———— ———————— ———————— ———————— ————————

———————— ———— ———— ———— ————————

(*p*) Write a list of all the adverbs (3).

———— ———— ———— ———————— ———— ———— ———— ————

(*q*) What parts of speech are always modifiers? ——— ——— ——— and ———.

Exercise 61.

P. E. 39. A. E. ———— ———— ———— ————.

To teach principal parts.

Teach the term "Principal Parts" and have the pupils read the principal parts of the verbs of the lesson. Ask all of the questions assigned for seat work of the present and preceding lesson. Have the language forms applied with all the adjectives and adverbs in the lesson.

Date ———————, 191—.

1. We shall go with you to the city to-morrow. 2. The painters had suddenly fallen from the high building. 3. He fell into the water by accident. 4. The waves broke over the disabled ship. 5. The ripe apples have fallen to the ground. 6. You will fall upon that hard ground. 7. The boy has broken the window with a stone.

(*a*) What time is expressed by *shall go*? ———— ———. Which of the principal parts of the verb is used with *shall* or *will* to express future time? ———— ———— ———— ————.

(*b*) What time is expressed by *had fallen*? ———— ———. Which form of the verb is used with *had* to express past time? ———— ———— ———— ———— ———— ————.

(*c*) What time is expressed by *fell*? _____. What form of the verb is used to express past time without any helper? _____. Is the past form of the verb ever used with a helper? _____.

(*d*) What time is expressed by *broke*? _____. What form of the verb is *broke*? _____. Is *broke* ever used with a helper? _____.

(*e*) What time is expressed by *have fallen*? _____. Which form of the verb is used with have to express past time? _____.

(*f*) What time is expressed by *will fall*? _____. What form of the verb is used with *will* to express future time? _____.

(*g*) What time is expressed by *has broken*? _____. What form of the verb is used with *has* to express past time? _____.

(*h*) The _____ form of the verb is always used to express present time.

(*i*) The _____ form of the verb is always used with _____ and _____ to express future time.

(*j*) When no helpers are used the _____ form of the verb is used to express past time.

(*k*) When *have*, *has* or *had* are used as helpers the _____ _____ of the verb is always used to express past time.

(*l*) We use the past participle of the verb with _____, _____ or _____ to express _____ time.

(*m*) We use the helper *has* when the subject is _____, and *have* when the subject is _____. *Have* is also used when the subject is _____ or _____.

Exercise 62.

To drill on principal parts.

Assign the principal parts of the verbs of this exercise for memorizing. This may be given in the form of home work.

Present form.	*Past form.*	*Past participle.*
eat	ate	eaten
grow	grew	grown
ring	rang	rung
blow	blew	blown
fall	fell	fallen
break	broke	broken
tear	tore	torn
write	wrote	written
go	went	gone
do	did	done
begin	began	begun
know	knew	known
throw	threw	thrown
fly	flew	flown
draw	drew	drawn

Present form	*Past form.*	*Past participle.*
climb	climbed	climbed
come	came	come
drink	drank	drunk or drank
give	gave	given
lay	laid	laid
lie	lay	lain
lose	lost	lost
ride	rode	ridden
run	ran	run
set	set	set
sit	sat	sat
swim	swam or swum	swum
wear	wore	worn

Exercise 63.

P. E. 30. A. E._____. _____.

Date_____, 191__.

To drill upon verb forms.

Present form	*Past form.*	*Past participle.*
blow	blew	blown
ring	rang	rung
break	broke	broken
go	went	gone
fall	fell	fallen

1. We shall go with you to the city to-morrow. 2. The painters had suddenly fallen from the high building. 3. He fell into the water by accident. 4. The waves broke over the disabled ship. 5. The ripe apples have fallen to the ground. 6. You will fall upon that hard ground.

a Write the predicate of each sentence and the time it expresses (6).

b Write each verb form and after it write which of the three principal parts of the verb it is (6).

(*c*) Place all the prepositional phrases in parentheses and underline all the prepositions.

(*d*) In Sentence 5 the verb is *have fallen* and not *has fallen* because the subject is _____ and the verb must also be _____ to agree with the subject.

(*e*) Memorize the principal parts of the verbs given at the beginning of this exercise.

Exercise 64. P. E. 65. A. E._____. C._____.

To drill upon verb forms.

Proceed as in the preceding lesson. Have pupils recite the principal parts memorized in the preceding lesson, or have them write them at the board.

Date_____, 191—.

1. The boy has broken the window with a stone. 2. That boy wrote the composition after school. 3. She has written three letters during the day to friends at home. 4. I shall write all the letters before dinner time. 5. She will tear the dress upon that nail. 6. The dog has broken the chain. 7. The violent gale tore the sail into strips. 8. We went through the tunnel at night. 9. He had gone before the arrival of the visitors. 10. Who goes there? 11. The monkey does that trick quite often. 12. He did it yesterday. 13. We have finally done the work without difficulty.

PRINCIPAL PARTS.

Present form.	*Past form.*	*Past participle.*
write	wrote	written
tear	tore	torn
do	did	done

(*a*) Write all the verb forms and after each write which of the three principal parts it is (13).

(*b*) Write all the predicates which are used with helpers and after each write the time expressed (7).

(*c*) What helpers express future time? ____ and ____.

(*d*) What helpers express past time? ____ and ____.

(*e*) What form never has helpers? ____.

(*f*) What form is never used except with helpers? ____.

(*g*) Underline all the prepositions and place the phrase in parentheses.

(*h*) Write a list of all the adjectives, omitting *the* (6).

(*i*) Write a list of all the adverbs (5).

(*j*) Memorize the principal parts given.

Exercise 65.

P. E. 87. A. E. ____. ____.

Date ____, 191__.

To drill upon time and number forms of verbs.

Insert the verbs in the following sentences, expressing time as asked for:

1. (*See*—present time.) He ____ us.
2. *See*—past time without helper. She ____ them yesterday.
3. *See*—future time.) We ____ you to-morrow.
4. (*See*—future time.) Those children ____ you next week.
5. *See*—past time with have. They ____ this show.
6. (*See*—past time with had.) Many hunters ____ the bear.
7. *See*—past time with has. Mary ____ the president.
8. (*Ring*—past time with helper. The teacher ____ the bell.
9. (*Study*—present time.) Henry ____ his lessons.
10. *Eat*—future time.) Those mice ____ this cheese.
11. (*Run*—present time.) Strong boys ____ races.

12. (*Write*—past time with helper.) I _____ _____ the letters.

13. (*Tear*—past time without helper.) Susan _____ her dress.

14. (*Know*—past time with helper.) We _____ _____ that for a long time.

15. (*Drink*—future time.) The working men _____ _____ the coffee.

16. (*Swim*—future time.) I _____ _____ across the river.

17. (*Draw*—past time with has.) Rollin _____ _____ a pretty picture.

18. (*Go*—past time with had.) They _____ _____ home.

19. (*Do*—past time with have.) You _____ _____ well.

20. (*Fly*—present time.) Douglas _____ a very large kite.

(*a*) Draw one line under each adjective in the above sentences.

(*b*) Draw two straight lines under each adverb.

(*c*) Write one wavy line under each noun and pronoun in the singular number.

(*d*) Write two wavy lines under each noun and pronoun in the plural number.

Exercise 66. P. E. 82. A. E._____. '_____.

Date_____, 191__.

Cumulative Review Test.

1. The three principal parts of the verb are the _____ form, _____ form and the _____ _____.

2. *Has*, *have*, and *had* are never used except with which form of the verb? _____ _____.

3. Which form of the verb is never used with helpers? _____ _____.

4. *Shall* and *will* are helpers used to express _____ time.

5. A subject in the singular number is always followed by a predicate in the _____ number.

6. A plural predicate always follows a subject in the _____ number.

7. Draw one line under each of the following verbs that must be used with a singular subject and two lines under each verb that must be used with a plural subject: blows, ring, blow, ring, has blown, have rung, break, breaks, go, has, broken, have gone, goes, falls, have fallen, fall.

8. A noun usually forms its plural by adding _____ to the singular.

9. When a noun ends in *s* it is usually _____, and when a verb ends in *s* the verb is always _____.

10. The pronouns *I*, *it*, *he*, *me*, *her*, *him* and *she* are in the _____ number. The pronouns *them*, *they*, *we* and *us* are in the _____ number.

11. The plural form of the verb is always used with plural subjects, and also with the two singular subjects, _____ and _____.

12. Draw one line under the following adjectives that tell "how many" and two lines under those that "point out": this, a, many, the, some, an, those, that, every, all, any, no, few, these.

13. We express present time by using the _____ form of the verb without _____.

14. We express past time by using the ——— form of the verb without a helper, or by using the ——— ——— ——— of the verb with the helpers ———, ———, ——— and ———.

15. We express future time by using the ——— ——— form of the verb with the helpers ——— and ———.

16. In expressing future time we use the helper *shall* only when the subject is ——— or ———. With all other subjects in future time we use the helper ———.

17. In expressing past time without the helpers we use *has* with a subject in the ——— number unless the subject is ——— or ———. If the subject is *I* or *you* we use the plural helper, ———.

18. In expressing past time with the helpers we use the helper *have* with all subjects in the ——— number, and also with the two singular subjects ——— and ———.

19. *Will study* expresses ——— time. *Has studied* expresses ——— time. *Studies* expresses ——— time. *Study* expresses ——— time. *Have studied* expresses ——— time. *Had studied* expresses ——— time.

20. We use the past participle of the verb with the helpers ———, ——— and ——— to express ——— time.

21. What form of the verb never has helpers? ———

22. What form of the verb is never used except with helpers? ———

Exercise 67.

P. E. 38. A. E ———.

To teach the forms of the verb be and to introduce the attribute complement.

Explain to the pupils that you are going to teach them a word which is called a verb, though it does not express action. Show the four forms of the present and the two of the past, telling them that *am* is never used except when *I* is its subject. Say that *be* is rarely used except when *not* is its subject, and illustrate by the fourth sentence. Teach that *are* is used with plural subjects and also with *you*, and that *is* is the singular form of *are* and is used in the singular except with *I* and *you*. In teaching the use of *was* and *were* say that these two forms are used to express past time; that *were* is used in the plural and with *you* in the singular. *Was* is used in the singular and, contrary to other forms, with *I* also.

Analyze the sentences but do not diagram. Tell pupils that the complement after any form of the verb *be* (*am, be, is, are, was, were* or *been*) is called the attribute complement. The complements previously studied have been object complements. Question closely upon the time and number expressed by each predicate.

Date ———, 191—

PRINCIPAL PARTS.

Present form	*Past form.*	*Past participle.*
be, am, is and are	was and were	been

1. Many men are good citizens. 2. The bird is a sweet singer. 3. I am a foreigner. 4. You be a good boy now. 5. This boy was across the river. 6. Frogs were once tadpoles. 7. Some pupils had been in the city during the holidays.

(*a*) Write the predicate in the first column, which of the three forms of the verb in the second, and the number of the verb in the third column in the following form (7).

verb	form of verb	number

(*b*) Write a list of all the adjectives, omitting *the* (9).

(*c*) Write all the adverbs (2).

(*d*) Underline all prepositions and place the phrases in parentheses.

(*e*) Memorize the principal parts of the verb *be*.

Write the following forms upon the board. Point to each and have individuals promptly tell which of the principal parts it is, thus: "fell, past form, never with a helper"; "blow, present form"; "broken, past participle, always with some helper." Fell, do, blow, am, broken, was, rung, wrote, go, seen, saw, torn, is, blown, fallen, ring, did, break, tore, be, went, write, fall, are, go, done, blew, gone, were, broke, tear, written, been.

Write the following forms on the board and have the number of each given: eat, grows, ring, has been, blow, falls, breaks, have been, tear, writes, goes, does, are, has eaten, have grown, be, had rung, have blown, is, has fallen, has broken, tears, write, were, has gone, have done, eats, was, grow, rings, blows, am, fall, break.

Have pupils tell the time expressed by the following: gave, has ridden, shall run, have swum, is, were, am, was, has been, had, been, have been, lose, come, knows, had thrown, shall be, has broken, will be.

Exercise 68. P. E. 60. A. E._____, _____.

Date_____, 191__.

To drill upon time and number forms of the verb BE.

(*a*) Insert the proper form of the verb, *be*, in the blanks below:

1. (*Be*—present time.) I _____ fourteen years of age
2. (*Be*—present time.) You _____ a good boy.
3. (*Be*—present time.) He _____ a good teacher.
4. (*Be*—present time.) We _____ pupils of the Lincoln school.
5. (*Be*—present time.) They _____ baseball players of the San Francisco team
6. (*Be*—present time.) John _____ a sign painter.

7. (*Be*—present time.) The man _____ a fine workman.

8. (*Be*—present time.) Those children _____ bright pupils.

9. (*Be*—future time.) I _____ a doctor.

10. (*Be*—future time.) He _____ a good boy to-morrow.

11. (*Be*—future time.) You _____ an excellent singer.

12. (*Be*—future time.) We _____ at home to-morrow.

13. (*Be*—future time.) They _____ here at noon.

14. (*Be*—future time.) Mary _____ in New York soon.

15. (*Be*—future time.) Many pupils _____ in the country during the spring vacation.

16. (*Be*—past time without helper.) I _____ late to school yesterday.

17. (*Be*—past time without helper.) You _____ there.

18. (*Be*—past time without helper.) He _____ not in school to-day.

19. (*Be*—past time without helper.) William _____ the star of the game.

20. (*Be*—past time without helper.) We _____ at the theater.

21. (*Be*—past time without helper.) They _____ here at ten o'clock

22. (*Be*—past time without helper.) Those girls _____ here on time.

23. (*Be*—past time with have.) I _____ sick.

24. (*Be*—past time with have.) You _____ there before.

25. (*Be*—past time with has.) He _____ at school.

26. (*Be*—past time with has.) Robert _____ a good boy.

27. (*Be*—past time with have.) We _____ in Oakland.

28. (*Be*—past time with have.) They _____ there.

29. (*Be*—past time with had.) Charles _____ sick for a long time.

30. (*Be*—past time with had.) We _____ quiet for an hour.

31. (*Be*—past time with had.) Those men _____ at work during the day.

(*b*) In Sentence 3, we use *is* because its subject, _____, is _____ and the verb must also be _____ to agree with its subject

(*c*) In Sentence 4, we use *are* because its subject, _____, is _____ and the verb must also be _____.

(*d*) In Sentence 18, we use *was* because its subject, _____, is _____ and the verb must also be _____.

(*e*) In Sentence 22, we use *were* because the subject, _____, is _____ and the verb must also be _____.

(*f*) In Sentence 25, we use *has been* because its subject, _____, is _____ and the verb must also be _____.

(*g*) In Sentence 27, we use *have been* because its subject, ————————, is ———————— and the verb must also be ————————.

(*h*) *Be*, *is*, *am*, *was* and *has been* are the ———————— number forms of the verb, ————————.

(*i*) *Are*, *were*, and *have been* are the ———————— number forms of the verb, ————————.

(*j*) We express present time with the verb *be* by using ———————— with a singular subject, and ———————— with a plural subject. When the subject is *I* we always use ———————— in the present time. When the subject is *you* we always use ———————— in the present time.

(*k*) In expressing past time with the verb *be*, without helpers, we always use ———————— with a singular subject, and ———————— with a plural subject. We also use ———————— in the past time when the subject is *I*.

Exercise 69. P. E. 40. A. E.————. ‘‘————.

To review principal parts.

(*a*) Send the pupils to the board and have them make the column headings for the principal parts; dictate all verbs in the present that have been studied, and have them fill out the past form and past participle. This exercise may be given at the seats upon loose paper instead of at board.

Date————————, 191—.

(*b*) Show how to diagram attribute complements. ————————

1. We shall be in San Francisco on Thursday. 2. I have been on the playground. 3. Some girls will be here soon. 4. That hen has been in the garden again. 5. Some large boys were at the party.

(*a*) Select the verb form from the above and fill in the following form (5):

	verb	present form	past form	past participle
1.				
2.				
3.				
4.				
5.				

(*b*) Underline all prepositions and place the phrases in parentheses.

(*c*) (See Sentence 3.) *Some* modifies the ————————, ————————. Therefore, *some* is an ————————. *Here* modifies the ————————. ————————. Therefore, *here* is an ————————. *Soon* modifies the ————————, ————————. Therefore, *soon* is an ————————.

(*d*) (See Sentence 4.) *Again* modifies the ————————, ————————. Therefore, *again* is an ————————.

(*e*) (See Sentence 5.) *Some* and *large* modify the ————————, ————————. Therefore, *some* and *large* are ————————.

(*f*) (See Sentence 4.) The subject, *hen*, is in the ———————— number. Therefore, the predicate, ————————, must be ————————.

(*g*) (See Sentence 5.) The subject, *boys*, is in the ———————— number. Therefore, the predicate, ————————, must be ———————— and not ————————.

Exercise 70. P. E. 61 A. E. [illegible]

To teach the use of adjectives as attribute complements.

Teach that adjectives, just as nouns, may be used as attribute complements, but never as object complements. Illustrate from the sentences:

Date [illegible], 191[illegible].

1. I am sleepy. 2. Those cats are watchful. 3. The tiger has been noisy. 4. The lion had been quiet for a long time. 5. The flowers will be beautiful in springtime. 6. The sick child is better.

(*a*) Diagram Sentences 1, 2, 3, and 6.

(*b*) Arrange the following verbs in their proper column in the blank form below and underline: were, gone, fell, was, torn, wrote, fallen, went, is, break, go, blew, broken, am, rang, fallen, be, blown, break (19).

Present form	Past form	Past participle

(*c*) Fill out the blank spaces above.

Exercise 71. P. E. 96. A. E._____. %_____.

Date_____, 191__.

To drill upon the attribute complement.

1. I am happy. 2. He was hungry. 3. We shall be fortunate. 4. They are sad. 5. He will be successful. 6. She was sick. 7. We were happy. 8. He is earnest. 9. They were very talkative. 10. You are right. 11. He was cold. 12. We are warm. 13. You were tardy. 14. We have been prompt. 15. The violet is blue. 16. The soldiers were brave. 17. I am here. 18. The water was cold. 19. The bird is timid. 20. The fruit will be ripe. 21. You will be successful. 22. The rose is red. 23. The child was cheerful. 24. The road has been very muddy for several days. 25. The children were happy. 26. The flower is beautiful. 27. The day was cloudy. 28. The grapes were sour. 29. We are happy.

(*a*) Draw one straight line under each attribute complement.

(*b*) Draw two straight lines under each verb in the present time.

(*c*) Draw one wavy line under each verb expressing past time.

(*d*) Draw two wavy lines under each verb expressing future time.

(*e*) Place a single dotted line under each singular verb.

(*f*) Place two dotted lines under each plural verb.

Exercise 72. P. E. 27. A. E._____. %_____.

To teach the pronoun as a complement.

Explain that the subject pronouns *I*, *he*, *she*, *we*, and *they* are either used as the subject or the attribute complement of the sentence. They are never used as object complements. Teach that *me*, *him*, *her*, *us* and *them* are always used as object complements and never as subjects or attribute complements. Illustrate from the following sentences:

Date_____, 191__.

1. It is I. 2. It chased me. 3. I saw him. 4. We told them. 5. It was he. 6. It was she. 7. She told her the story. 8. We often speak of her. 9. It was we. 10. It is they. 11. I told them.

(*a*) Draw one line under all pronouns used as attribute complements and subjects.

(*b*) Draw two lines under all pronouns used as object complements.

(*c*) In what two places in the sentence are the following pronouns used: *I*, *he*, *she*, *they*, and *we*? _____ and _____ _____.

(*d*) In what place in the sentence are the following pronouns used: *me*, *him*, *her*, *us* and *them*? _____ _____.

(*e*) What kind of a complement always follows any form of the verb *be*? _____.

Exercise 73. P. E. 39. A. E._____. %_____.

Date_____, 191__.

To drill upon attribute complements.

Present form.	*Past form.*	*Past participle.*
be, *is*, *am* and *are*	*was* and *were*	*been*

1. The cow is dead. 2. You be quiet. 3. I am ready. 4. We are cold. 5. He was sick. 6. The trains were late. 7. The sick man has been here. 8. The postman had been home. 9. The children have been good.

(*a*) Draw one line under all predicates which express present time.

(*b*) Draw two lines under all predicates which express past time without helpers.

(*c*) Write parentheses around all predicates which express past time with helpers.

(*d*) What are the helpers which, with the past participle, express past time? _____, _____ and _____.

(*e*) Memorize the principal parts of the verb *be*.

(*f*) Write one line under the following forms of the verb *be* which can be used with singular subjects, and write two lines under those that are used with plural subjects: *was*, *are*, *am*, *were*, *is*, *be*.

(*g*) Attribute complements always either modify or name the _____.

(*h*) *Be*, *was*, *am*, *is*, *are*, *were*, *have been*, *has been*, *had been*, *shall be* or *will be* are never followed by _____ complements, but if there is a complement it must be an _____ complement.

(*i*) Draw one line under the singular verbs and two under the plural verbs: sees, is, were, see, has been, are, was, have been, grows, am.

(*j*) The helpers which show future time are _____ and _____.

(*k*) The helpers which always show past time are _____, _____ and _____.

(*l*) The _____ form of the verb is never used with helpers.

(*m*) The only form of the verb that is ever used with the helpers *has*, *have* and *had* is the _____.

(*n*) Draw one wavy line under each attribute complement in this lesson.

Exercise 74. P. E. 26. A. E._____. C._____.

To explain that attribute complements tell about or modify the subject.

Illustrate by Sentences 1 and 6. Show that the attribute complements in these cases really modify the subjects, while the object complements do not.

Date_____, 191__.

1. The rose is red. 2. A red rose grows in the garden. 3. The cat ate the mouse. 4. The little girl has drawn a picture upon the paper. 5. The bird has flown over the house. 6. The green grapes were sour. 7. The boy has thrown the ball over the fence.

(*a*) Diagram Sentences 1, 3 and 6.

(*b*) Underline all the adjectives.

(*c*) In Sentence 1, we use the _____ number of the verb, _____, because the subject, _____, is _____.

Exercise 75. P. E. 124. A. E._____. C._____.

Date_____, 191__.

To drill upon attribute and object complements.

1. That pupil laid the book upon the table. 2. The pioneer has built an old log house for a home. 3. I am happy. 4. Jones is captain of the ship. 5. He will be successful. 6. Violets are blue. 7. We found the ball there in the grass. 8. It is I. 9. It was they. 10. We have been warm. 11. The deer has climbed the side of the hill. 12. The woodchopper will cut down that tree. 13. The fruit will soon be ripe. 14. Henry will be our next class president. 15. The road has been very muddy for several days. 16. The American soldiers were brave. 17. Allen has been absent for two days. 18. I shall be ready in ten minutes. 19. John told me about her yesterday. 20. She has spoken to me about them.

(*a*) Draw one straight line under each attribute complement.

(*b*) Draw two straight lines under each complement not an attribute.

(*c*) Draw one wavy line under each verb that expresses past time with a helper.

(*d*) Draw two wavy lines under each verb that expresses past time without a helper.

(*e*) Draw three wavy lines under each verb that expresses future time.

(*f*) Draw one dotted line under each noun and pronoun in the singular number.

(*g*) Draw two dotted lines under each noun and pronoun in the plural number.

(*h*) Write a list of all the adjectives, including those attribute complements that modify the subject (22).

(*i*) Write a list of all the adverbs found in the sentences of this exercise (5).

(*j*) Place parentheses around each prepositional phrase.

Exercise 76. P. E. 24. A. E._____. C._____.

Date_____, 191__.

PRINCIPAL PARTS.

To review all verb forms introduced.

Present form.	*Past form.*	*Past participle.*
eat	ate	eaten
grow	grew	grown
know	knew	known
throw	threw	thrown
fly	flew	flown
draw	drew	drawn

1. We had already eaten breakfast. 2. The king was in the counting house. 3. The hungry cows ate green grass. 4. The days will be shorter in December. 5. The older pupils knew the life of Lincoln. 6. The house was now old.

(*a*) Write the principal parts of all the verbs used as predicates (6).

Present	Past	Past participle

(*b*) Draw one line under each attribute complement.

(*c*) Draw two lines under each object complement.

(*d*) Place parentheses around the adverbs.

(*e*) Learn the principal parts of the verbs given at the beginning of this exercise.

Exercise 77. P. E. 162. A. E. _____. C. _____.

Date _____, 191__.

To drill upon all verb forms studied.

Oral. Analyze each sentence and apply language forms to adjectives and adverbs. Have pupils give the verb, its time and number. Call for the number of all nouns.

1. The children have been in the garden. 2. The butcher has bought four beeves. 3. The kind fairies built some beautiful air castle. 4. The negroes brought knives. 5. The herdsman has driven the oxen over the hill into the next valley. 6. The shepherds have found two young sheep. 7. Three deer will swim across the river. 8. The old flag will still be in the breeze. 9. The baby has worn holes in the shoes. 10. In the valleys of California the farmers grow many kinds of fruit. 11. The feet of Chinese women are very small. 12. The mice ate the cheese. 13. The hunters have cut small branches. 14. Birds have no teeth. 15. The icicles hung downward. 16. The deer have had little. 17. I shall drink three spoonfuls of this medicine. 18. The farmers in cold countries put potatoes into cellars during the winter.

(*a*) Select the verbs from the above sentences. Tell the time expressed by each and whether it is singular or plural by filling in the following columns (18).

Verb	Time expressed	Number

Verb	Time expressed	Number

(*b*) In Sentence 1, which of the principal parts of *be* is used with *have*? _____

(*c*) In Sentence 4, which of the principal parts of *bring* is used without a helper to express past time? _____.

(*d*) In Sentence 7, which of the principal parts of the verb *swim* is used with *will* to express future time? _____.

(*e*) In Sentence 10, which of the principal parts of the verb *grow* is used to express present time? _____.

(*f*) In Sentence 14, which of the principal parts of *have* is used to express present time? _____. The present form of *have* is _____; the past form is _____; and the past participle is _____.

(*g*) Place parentheses around each prepositional phrase.

(*h*) Draw one straight line under each adjective.

(*i*) Draw two straight lines under each adverb.

(*j*) Draw one wavy line under each noun in the singular number.

(*k*) Draw two wavy lines under each noun in the plural number.

Exercise 78. P. E. 96. A. E _____.

Date _____, 191__.

Cumulative Review Test.

1. Attribute complements always follow the verb _____, but _____ complements never follow the verb *be*.

2. The three parts of speech that may be used as an attribute complement are _____, _____ and _____.

3. The parts of speech which can be used as object complements are _____ and _____.

4. The subject pronouns, *I*, *he*, *she*, *we* and *they* may also be used as _____ complements, but can never be used as _____ complements.

5. The object pronouns, *me*, *him*, *her*, *us* and *them* are always used as _____ complements, and can never be used as _____ complements.

6. The three principal parts of any verb are the ——— ——— form, ——— form, and the ——— ——— ———.

7. The present forms of the verb *be* are ——— ——— ———, ——— ——— and ——— ———. The past forms are ——— ——— and ——— ———. The past participle is ——— ———.

8. In expressing present time with any verb we always use the ——— ——— form.

9. In expressing past time we either use the ——— ——— form of the verb without helpers, or the ——— ——— with the helpers ——— ———, ——— and ———.

10. In expressing future time with any verb we always use the ——— ——— form with the helpers ——— ——— and ———.

11. Draw one line under each of the following verbs that is in the singular number and two lines under each verb that is in the plural number: sees, are, is, were, have seen, am, be, was, has been.

12. If a subject is in the singular number its predicate must be in the ——— ——— number. If a subject is in the plural number its predicate must be in the ——— ——— number.

13. A noun which ends in *s* is usually ———, and a verb that ends in *s* is always ———.

14. Draw one line under each of the following verbs that expresses past time: studied, worked, see, is, were, has been, was, have gone, had been, be, am, go, runs, shall be, are, will go, will be, have been, went, lost.

15. Draw two lines under each verb of 14 that expresses present time.

16. Draw three lines under each verb of 14 that expresses future time.

17. Adjectives modify ———

18. Adverbs modify ———

19. Draw one line under the following words that are prepositions: behind, these, that, they, among, over, through, here, there, across, some, many, in, at, toward, an, a, the, every, near, all, before, few, her, them, between, above, under, no, on, in, by, at, to, run, see.

20. Draw two lines under each word of 19 that may be used as an adjective.

Exercise 79. P. E. 55. A. E. ———.

To teach that words modifying adjectives and other adverbs are also adverbs.

Tell the class that you are going to tell them something new about adverbs; that words are adverbs not only when they modify verbs, but also when they modify adjectives or other adverbs. Illustrate by the sentences of the exercise.

Tell them that in the earlier work they found that adverbs modified verbs by telling *how*, *when* and *where*. When adverbs modify adjectives and other adverbs, however, the adverb always modifies by telling *how* only. As a device in finding the adverb which modifies the adjective or adverb, suggest that the pupil first find the adjective or the adverb (which modifies the verb) and have them prefix *how* to form a question. The answer to this question will be the adverb modifying the given adjective or adverb. After finding the adverb in this way have the language form given. Illustration: In the sentence "The apple is very sweet" the adjective is *sweet*. How sweet? *Very*. Then apply the language form to *very*. In the sentence "The boys ran very quickly" *quickly* is the adverb. How quickly? *Very*. Then apply the language form.

Date_____, 191__

1. The apple is very sweet. 2. The boys ran very quickly. 3. Very careful pupils will seldom make blots. 4. I have never read a more interesting book. 5. The water is quite hot.

(1) *Very* modifies the _____, _____. Therefore, *very* is an _____.

(2) *Ran* is a predicate. Who ran? _____. Therefore, _____ is the subject. *Boys ran what?* There is no answer, therefore there is no _____. *Quickly* modifies the _____, _____. Therefore, *quickly* is an _____. It tells _____ the boys _____. *Very* modifies the _____, _____. Therefore, *very* is an _____. _____.

(3) *Careful* modifies the _____, _____. Therefore, *careful* is an _____. *Very* modifies the _____, _____. Therefore, *very* is an _____.

(4) *Never* modifies the _____, _____. Therefore, *never* is an _____. *Interesting* modifies the _____, _____. Therefore, *interesting* is an _____. *More* modifies the _____, _____. Therefore, *more* is an _____.

(5) What word describes or modifies *water?* _____. Therefore, _____ is an _____. *Quite* modifies the _____, _____. Therefore, *quite* is an _____.

(*b*) In Sentence 1, the verb, _____, expresses action in the _____ time, and is in the _____number.

(*c*) In Sentence 2, the verb, _____, expresses action in the _____ time, and is in the _____ number.

(*d*) In Sentence 3, the verb, _____, expresses action in the _____ time, and is in the _____ number.

(*e*) In Sentence 4, the verb, _____, expresses action in the _____ time, and is in the _____ number.

(*f*) In Sentence 5, the verb, _____, expresses action in the _____ time, and is in the _____ number.

(*g*) In Sentences 1 and 5, *sweet* and *hot* are _____ complements because they follow the verb _____.

(*h*) In Sentences 3 and 4, *blots* and *book* are _____ complements because they do not follow the verb _____.

Exercise 80. P. E. 127. A. E._____. C._____

To drill upon adverbs modifying adjectives and other adverbs.

Analyze orally the sentences given to pupils in their exercise books, requiring the language forms for predicates, subjects, complements, verbs, and nouns. Diagram some of the sentences, showing how adverbs may be represented as modifying other adverbs and adjectives.

Date_____, 191__.

1. Some hunters very often miss easy shots. 2. The visitor came too early. 3. I play very quietly. 4. This machinery now runs quite easily. 5. The south wind almost always brings a

ram. 6. The soldier escaped quite remarkably. 7. They now visit us quite frequently. 8. A lazy horse very seldom runs away. 9. We heard her quite distinctly. 10. They walked too fast.

(a) Find the part of speech of the words indicated by filling in the blanks.

(1) Some hunters very often miss easy shots.

Hunters is a ____. Therefore, *hunters* is a _____.

Some modifies the ____. Therefore, *some* is an _____.

Miss ____. Therefore, *miss* is a _____.

Often modifies the ____. Therefore, *often* is an _____.

Very modifies the ____. Therefore, *very* is an _____.

Shots ____. Therefore, *shots* is a _____.

Easy modifies the ____. Therefore, *easy* is an _____.

(2) The visitor came too early.

Came ____. Therefore, *came* is a _____.

Early modifies the ____. Therefore, *early* is an _____.

Too modifies the ____. Therefore, *too* is an _____.

(3) I play very quietly.

Quietly modifies the ____. Therefore, *quietly* is an _____.

Very modifies the ____. Therefore, *very* is an _____.

(4) This machinery now runs quite easily.

Machinery ____. Therefore, *machinery* is a _____.

This modifies the ____. Therefore, *this* is an _____.

Runs ____. Therefore, *runs* is a _____.

Now modifies the ____. Therefore, *now* is an _____.

Easily modifies the ____. Therefore, *easily* is an _____.

Quite modifies the ____. Therefore, *quite* is an _____.

5. He now suffers very little pain.

Diagram:

____

Now tells *when* he suffers. Therefore, *now* modifies the verb *suffers* and must be an _____.

Little tells how much pain. Therefore, *little* modifies a noun (*pain*) and consequently it must be an _____.

Very modifies *little* by telling *how little*, and since *little* is an _____, *very* must be an _____.

Adverbs modify _____, _____, and _____.

6. Too hasty people frequently apologize.

Diagram:

____

Hasty modifies the _____. Therefore, *hasty* is an _____.

Too modifies the _____. Therefore, *too* is an _____.

Frequently modifies the _____. Therefore, *frequently* is an _____.

(7) She now enjoys much better health.

Diagram: _____

_____

_____

Now modifies the _____, _____. Therefore, *now* is an _____

Better modifies the _____, _____. Therefore, *better* is an _____.

Much modifies the _____, _____. Therefore, *much* is an _____.

Write a list of all the pronouns found in Sentences 1 to 10 (6).

_____

(*b*) Draw one line under each singular verb and two lines under each plural verb in the sentences of this exercise.

(*c*) Draw one wavy line under each singular noun or pronoun and two wavy lines under each plural noun or pronoun.

Exercise 81. P. E. 200. A. E._____. ___ _____.

To review adverbs, adjectives, and pronouns.

For oral recitation, give complete analysis of each sentence, with special questioning upon all parts of speech and upon what each expresses.

Date_____, 191__.

1. He once owned a very large grizzly bear. 2. She stood there. 3. They urged us quite persistently. 4. I hardly believe it. 5. He recognized me immediately. 6. The wolves continually drew nearer. 7. They lifted him gently. 8. This savage dog barked angrily. 9. These olives grew here. 10. That book contains many very interesting stories. 11. Those boats require especially strong oars. 12. No man ever escaped death. 13. Every star shone brightly. 14. We saw her distinctly. 15. Some schools never have a spring vacation. 16. The poor man accepted any assistance gratefully. 17. The flames burst forth instantly. 18. Few plants endure continual shade. 19. Some lands receive too much rain. 20. All rivers flow downward.

(*a*) Underline all the adverbs.

(*b*) Write a list of all adverbs modifying verbs (18).

_____

_____

_____

_____

(*d*) Write two lines under all adjectives.

(e) Write a list of all adverbs modifying adjectives (4).

(f) Write a list of all adverbs modifying adverbs (2).

(g) Draw one wavy line under each singular verb and two wavy lines under each plural verb.

(h) Draw two straight lines under each verb in the present time.

(i) Draw one dotted line under each verb in the past time.

(j) Adverbs may modify _____, _____, _____, or other _____.

(k) Adjectives can not modify _____. Adjectives can modify _____.

(l) An attribute complement may be a _____ or _____. An _____ complement can not be an adjective.

(m) *Shall* and *will* are _____ used to show _____ time.

(n) *Has*, *have* and *had* are helpers which are never used except with the _____.

(o) The past forms, *was*, *were*, *did*, *ate*, *saw*, etc., can never be used with the helpers _____, _____ or _____.

(p) We can not say "I have saw" because *saw* is the _____ form and the _____ form is never used with a helper. We must use the _____ with the helper. Therefore, the sentence should be "I have _____."

(q) The past participle can never be used as the predicate unless it has the helpers _____, _____ or _____. If past time without helpers is to be given we must use the _____ form of the verb.

(r) We can not say "I seen it" because *seen* is the _____, and the _____ is never used without helpers. We must use the _____ form if no helpers are used. Therefore, the sentence should be "I _____ it."

1. The older pupils wrote neatly. 2. The smoky lamp burned dimly. 3. The injured man smiled cheerfully. 4. The cross teacher sang sweetly. 5. The lively children played quietly.

(a) Underline all of the adjectives.

(b) Select all of the adverbs and give the language forms by filling out the following blanks.

1. _____ tells about the _____. Therefore, _____ is an adverb. The adverb, _____ tells _____.

2. _____ tells about the _____. Therefore, _____ is an adverb. The adverb _____ tells _____.

3. _____ tells about the _____. Therefore, _____ is an adverb. The adverb, _____ tells _____.

4. _____ tells about the _____. Therefore, _____

is an adverb. The adverb, _____, tells _____ _____ _____.

(5) _____ tells about the _____, _____. Therefore, _____ is an adverb. The adverb, _____, tells _____ _____ _____ _____.

Exercise 82. E. _____.

To teach the use of the helpers, do, did, shall, will, may, can, must, might, could, would, and should.

We have seen that *has*, *have*, and *had* are never used as helpers except with the past participle of the verb; that the past form is never used with any helper, and that the present form may be used with the helpers *shall* and *will*. But the present form of the verb may be used with other helpers besides *shall* and *will*. The following helpers may be used with the present form: *do*, *did*, *may*, *can*, *must*, *might*, *could*, *would*, and *should*. Thus in the sentence, "I can climb the tree," the predicate is *can climb*. Illustrate by use of other sentences and drill upon the sentences to make clear that the predicate includes the helper. Casually explain the difference in meaning offered by the various helpers, but do not insist upon memorizing these distinctions by the pupils. Require that the list of helpers of the present form of the verb, inclusive of *shall* and *will*, be memorized. Analyze the sentences with special reference to the adverbs in review.

Oral.—Analyze all sentences with special emphasis upon attributes, helpers used, and adverbs modifying adjectives or other adverbs. Be careful to discuss every point covered by the written work of the pupils, but so far as possible do not use the same form of questioning.

Date_____, 191_.

Shall, *will*, *do*, *did*, *does*, *can*, *may*, *must*, *might*, *could*, *would*, and *should*.

1. John can catch the ball very easily. 2. Children should always be extremely obedient to parents. 3. You may go to the circus. 4. We must act very quickly. 5. The cunning cat might catch that bird.

(*a*) Underline the predicate of each sentence.

(*b*) What does *very* in Sentence 1 modify? _____. What part of speech is it? _____ _____.

(*c*) Diagram: Children should always be extremely obedient.

_____ _____ _____ _

Exercise 83. E.

To drill upon the recognition of predicates containing the helpers do, does, did, can, may, must, might, could, would, and should.

Date——————————, 191—.

Oral. Analyze each sentence.

1. You may see her soon. 2. I did not tell him. 3. I certainly did study my lesson. 4. He can climb that tree easily. 5. You must come to-morrow. 6. You could work that easy problem in two minutes. 7. John must pay for the broken window. 8. You may wear your new hat to-morrow. 9. Those lazy men would not work for a living. 10. She does not learn quickly. 11. He could do better work. 12. She can set the table tastefully. 13. You must do your work immediately. 14. George would work late into the night. 15. The robbers might kill us. 16. The runner must run a long race. 17. We do study our lessons very hard. 18. She should write those sentences in ten minutes. 19. He may be here soon. 20. They must be home at noon. 21. I can not be there to-morrow.

a Draw one straight line under each predicate.
b Draw two straight lines under each adverb.
c Draw one wavy line under each adjective.
d Draw one dotted line under each subject pronoun.
e Draw two dotted lines under each object pronoun.

Exercise 84. E.

Date——————————, 191—.

To review attribute complements, helpers, and adverbs modifying adjectives and other adverbs.

1. You may be entirely right. 2. The patient was very sick. 3. The boy really did mean well. 4. You certainly did do it. 5. We shall be quite fortunate. 6. The boys can build a fire easily. 7. Parrots are very talkative birds. 8. You must return promptly. 9. Indians have been very cruel to helpless prisoners. 10. We might find a much better path.

a Find all the adjectives which are used as attribute complements, using the following form:

——— is the attribute complement, and tells about the subject, ———.
——— is the attribute complement, and tells about the subject, ———.
——— is the attribute complement, and tells about the subject, ———.
——— is the attribute complement, and tells about the subject, ———.

b Write the noun which is used as an attribute complement.

c Find all the modifiers by filling in the blanks.

1. ——— modifies the ———. Therefore, ———

(2) _____ modifies the _____. _____. Therefore, _____ is an _____.

(2) _____ modifies the _____. _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. _____. Therefore, _____ is an _____.

(4) _____ modifies the _____. _____. Therefore, _____ is an _____.

(5) _____ modifies the _____. Therefore _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore _____ is an _____.

(7) _____ modifies the _____. _____. Therefore, _____ is an _____.

(7) _____ modifies the _____. _____. Therefore, _____ is an _____.

(8) _____ modifies the _____. _____. Therefore, _____ is an _____.

(9) _____ modifies the _____. _____. Therefore, _____ is an _____.

(9) _____ modifies the _____. _____. Therefore, _____ is an _____.

(9) _____ modifies the _____. _____. Therefore, _____ is an _____.

(10) _____ modifies the _____. _____. Therefore, _____ is an _____.

(10) _____ modifies the _____. _____. Therefore, _____ is an _____.

(10) _____ modifies the _____. _____. Therefore, _____ is an _____.

(*d*) Underline all the predicates in the sentences above.

(*e*) Write a list of all the pronouns (6).

_____ _____

_____ _____

1. I could analyze that sentence very easily. 2. You should not try such foolish things. 3. I would not walk so fast. 4. May we go with you?

(*a*) Underline the predicate of each sentence.

(*b*) Write from memory the twelve helpers that are used with the present form of the verb.

(*c*) Sentence 1: *Easily* modifies the _____. Therefore, *easily* is an _____. *Very* modifies the _____. Therefore, *very* is an _____. *That* points out the _____. Therefore, *that* is an _____.

(*d*) Sentence 2: *Such* modifies the _____. Therefore, *such* is an _____. *Foolish* modifies the _____. Therefore, *foolish* is an _____.

(*e*) *Fast* modifies the _____. Therefore, *fast* is an _____. *So* modifies the _____. Therefore, *so* is an _____. *Not* modifies the _____. Therefore, *not* is an _____.

(*f*) Diagram: May we go home now?

Exercise 85.

Date _____, 191__.

Cumulative Review Test.

1. The two parts of speech that are used as modifiers are _____ and _____.

2. Adjectives can be used as _____ complements. Can an adverb be used as an attribute complement? _____.

3. A subject in the singular number requires a predicate in the _____ number. A subject in the plural number requires a predicate in the _____ number.

4. Verbs ending in *s* are always in the _____ number.

5. The only form of the verb that can be used with the helpers *has*, *have*, and *had* is the _____.

6. The form of the verb that is used with the helpers *shall*, *will*, *do*, *did*, *does*, *can*, *must*, *might*, *could*, *would*, and *should* is the _____.

7. We can not say "I have did it" because *did* is the _____ form of the verb and the _____ form of the verb is never used with a helper. The form to be used with *has*, *have* or *had* is the _____. Therefore, the sentence should be "I have _____ it."

8. We can not say "I done it" because *done* is the _____ and the _____ is never used without a helper. The form to be used without a helper is the _____. Therefore, the sentence should be "I _____ it."

9. Which of the principal parts of the verb is never used with a helper? _____. What two forms of the verb may be used with helpers? _____ and _____.

10. Any complement which follows a form of the verb *be* is an _____ complement.

11. The subject pronouns, *I*, *he*, *she*, *we*, and *they*, may be used either as the _____ or as the _____ complement. The subject pronouns can not be used as _____ complements. Can the subject pronouns be used as the object of a preposition? _____.

12. The object pronouns *me*, *him*, *her*, *us*, and *them* can be used as _____ complements and also as the object of a _____. The object pronouns can never be used as _____ complements.

13. Draw one line under the adjectives in the following list of words: behind, through, some, after, many, all, every, few, over, under, yesterday, runs, this, there, that, they, those, in, at, these, beyond.

14. Draw two lines under each word of 13 that is a preposition.

Exercise 86.

E. _____.

To teach the present participle.

Besides the past participle there is another participle, the present participle. It is very easy to recognize because it always ends in *ing*. It is formed by adding *ing* to the present form of the verb, thus: *go, going; write, writing; eat, eating; blow, blowing;* etc.

Date _____, 191—.

Write the present and past *participles* of the following verbs in their proper columns:

Present form.	*Present participle*	*Past participle.*
fly		
fall		
break		
go		
do		
eat		
know		
throw		
ring		

Exercise 87.

E. _____.

To teach passive and progressive forms.

It is unnecessary to go too far into the details of passive and progressive voice conjugations. It is sufficient for the pupils to recognize these forms as predicates when they see them without being able to construct them or to know their technical names. So, simply explain that to any form of the verb *be* we may add the present or past participle of some other verbs and thereby make a predicate. Thus:

I am seeing.
I am seen.
He is going.
He is seen.
The chickens were eating.
The chickens were eaten.
The boys have been throwing stones.
Stones have been thrown by the boys.

Show in the construction of the predicates of the above sentences that the present or past participle has been added to some form of the verb *be*. Do not, however, attempt to have pupils struggle to state this construction. It is sufficient that they should recognize it and answer specific questions concerning it. Question closely upon all points covered by the written lesson, which follows. Do not mention the terms "passive" and "progressive" to pupils.

Date———————————, 191—.

1. He is climbing. 2. We are writing. 3. The man was very quickly thrown from his horse. 4. The pigeons have been flying around the barn. 5. The pigeons have flown quite quickly around the barn. 6. The children were carelessly throwing paper about the yard. 7. The eyes of the children might have been very seriously hurt by the powder. 8. The neighbors may be going to the city to-morrow. 9. The bell will be rung promptly at the hour. 10. The bell will be ringing promptly at the hour.

(*a*) Underline the predicates of the above sentences.
(*b*) Write a list of all the present participles used (6).

———————————————————————————————————————

———————————————————————————————————————

(*c*) Write a list of all the past participles used (4).

———————————————————————————————————————

———————————————————————————————————————

(*d*) Write a list of all the helpers used (10).

———————————————————————————————————————

———————————————————————————————————————

———————————————————————————————————————

(*e*) Draw two straight lines under each adverb.
(*f*) Place parentheses around each prepositional phrase.

Exercise 88. E———————————

To drill upon passive and progressive forms.

1. I was hit in the face by a baseball. 2. I am writing a letter to you. 3. You were seen in San Francisco by a friend of mine. 4. You have been studying that lesson diligently. 5. He was thrown severely from the bucking horse. 6. The best composition was neatly written by Mary. 7. She was sewing an old dress. 8. The lost book has been found. 9. We are going to the park to-morrow. 10. They have been looking at the eclipse of the moon. 11. Some men had been working here. 12. The best compositions have been hung upon the wall. 13. The

men are now repairing the worst street in our city. 14. Webster was regarded as the foremost orator of his time in our country. 15. They were sitting under the tree. 16. The largest trout was taken out by him. 17. William is now making more effort to write neatly. 18. The bear has been put into a cage to keep her. 19. I have been thinking of sending her to spend the winter with them. 20. We were having a good time building little boats to sail in the bathtub. 21. The thieves were caught stealing his bicycle. 22. We might now be beginning to learn German. 23. The pie was cut into four pieces. 24. The horse will be sold to him at a low figure. 25. We have been forbidden to go into the street to play.

(*a*) Draw one line under the predicate of each sentence.

(*b*) Write a list of all the present participles used as a part of the predicates in the above sentences (12).

(*c*) Write a list of all the past participles used as a part of the predicates in the above sentences (13).

(*d*) Write two straight lines under each adjective.

(*e*) Write one dotted line under each adverb.

(*f*) Write the predicate of each sentence, the time expressed by it, and its number by filling in the following blank columns (25):

verb	time	number

verb _____ time _____ number _____

Exercise 89. E

Date _____, 191__.

PRINCIPAL PARTS

To review verb forms.

Present form.	*Past form*	*Past participle*
begin	began	begun
drink	drank	drunk or drank
wear	wore	worn
run	ran	run
lie	lay	lain

1. We should be beginning the work. 2. The building of the house was begun last week. 3. The cattle have been drinking from the spring in the meadow. 4. The lemonade was drunk by the picnickers. 5. She had been wearing the ring for several years. 6. The ring was worn by her for several years. 7. The boys from the Washington school have been running races with the boys from the Lincoln school. 8. All the races were run in good time. 9. The soldiers may be lying in the trenches.

a) Underline all the predicates.

b) Write each participle used as a part of the predicate and after it write the name of the participle (9).

(*c*) Place parentheses around all prepositional phrases.

(*d*) In Sentence 7 the predicate is *have been running* and not *has been running* because the subject, _____, is _____ in number and the predicate must also be _____ to agree with its subject.

(*e*) Memorize the principal parts given at the beginning of this exercise.

(*f*) Write after each of the words below what form of the verb it is, or what participle it is:

wore = past form

lain = past participle

begun

lie

drunk

ran

wear

lay

run

worn

began

drink

begin

(*g*) Write the time expressed by the following forms:

was worn = past time

had lain

shall be begun

is lying

were running

am drinking

were begun

(*h*) We can never use the _____ form of the verb with any helper or with any form of the verb *be*.

Exercise 90. E. _____.

Date _____, 191—.

To review verb forms.

PRINCIPAL PARTS.

Present form	*Past form.*	*Past participle.*
lay	laid	laid
set	set	set
lose	lost	lost
swim	swam or swum	swum

1. I laid the book on the table. 2. I have laid the book upon the table. 3. The table is set. 4. We should be setting the table for dinner. 5. The book may have been lost for some time. 6. The boys have been swimming in the river. 7. The river was quite easily swum by the horses. 8. I now lay the facts before you.

(*a*) Underline all of the predicates.

b We can use *laid* both with the helper and without the helper because the _____ and the _____ are spelled the same.

(*c*) Write each participle used in the predicates and tell which participle it is (6).

_____

_____

_____

_____

_____

_____

Exercise 91. E. _____.

To teach the use of participles not used as parts of the predicate.

The bird, sitting on a limb, is singing a song. Use this sentence to illustrate the fact that participles may be used, not as a part of the predicate but like an adjective, or as a modifier. It is unnecessary to emphasize or drill upon modification because no current errors are made in the modifications of nouns by participles. Use the fact that *sitting* modifies *bird* merely to bring into contrast the use of the participle *singing* as a part of the predicate in the same sentence. Drill similarly upon the sentences of the exercise.

Swimming is a healthy exercise. Make use of this sentence to show that the participle may be used as a noun. An analysis of the sentence will always show this use, for if the present participle is either the subject or a complement it is used as a noun. Again emphasize the fact that *the present participle is never a part of the predicate unless used with some form of the verb be*; that *the past participle is never a part of the predicate unless used with some form of the verb be or with helpers.*

Date _____, 191—.

1. The boy, lying on the bank of the creek, is drinking. 2. The children running across the lot may have been doing some mischief. 3. We saw a man lying under the tree. 4. The hat worn by the girl was lying on the floor. 5. She has been wearing a ring set with diamonds.

6. Lost in the woods, the babes were running about from place to place. 7. The wide river running across the meadow has been swum by the hunters. 8. Worn out by the long tramp the soldiers are sleeping now. 9. Water drunk from those old cups may be injurious to health. 10. The cement, run into the wooden frames, will be hard very soon.

(*a*) Write two lines under all participles which are not a part of the predicate.
(*b*) Place parentheses around all predicates and write one line under the participle that is a part of the predicate.
(*c*) Write a list of all present participles used in these sentences (10).

(*d*) Write a list of all past participles used in these sentences (7).

(*e*) Write one dotted line under each adverb.

Exercise 92. E. _____.

Date_____, 191—.

To review participles not used as a part of the predicate.

1. She enjoys riding. 2. Running strengthens the muscles. 3. Singing interested the children. 4. By running rapidly John won the race. 5. By climbing the tree the cat escaped from the dog. 6. Catching a ball sometimes breaks fingers. 7. The king, sitting upon a high throne, wore a crown sparkling with diamonds. 8. The officer, riding a white horse, gave the signal. 9. We saw some cows drinking from the river. 10. He cut the grass growing by the roadside. 11. Drawing the sword, the captain plunged into the thick of battle. 12. We came to a level plain reaching back to the forest. 13. Lost in the woods, the babes had lain down on the grass. 14. The sick child drank the refreshing medicine.

(*a*) Draw one straight line under each participle that is not used as a part of the predicate.
(*b*) Write a list of all the present participles used in the above sentences (13).

(c) Write a list of all the past participles used (2).

(d) Draw on dotted line under each predicate that is in the singular number.
(e) Draw two dotted lines under each predicate that is in the plural number.
(f) Draw two straight lines under each adjective.

Exercise 93. E.

To teach the past participle when preceded by the helper having.

"The boy having lost the book did not know the lesson." Explain that the past participle when used not as a part of the predicate may sometimes take the helper *having*. Make clear that *has*, *have* and *had* are never used except as parts of the predicate and that *having* is never used as a helper in the predicate. *Having been* as a form of the verb may also be used with the past participle, thus: "The wagon *having been broken* was taken to the blacksmith shop." Show that *having been* is the past participle of *be* plus the helper, *having*, and that to *having been* we have added the past participle of *break*.

Date———————————, 191—.

1. The birds having flown to the ground were eating seeds. 2. Having taken a drink of cool water the patient should soon be much better. 3. The girl having torn her dress should go to her mother for a needle. 4. Knowing the truth of the matter we shall write to the police about it. 5. The steamer having blown the whistle may now come up to the wharf. 6. The ball having been thrown over the fence was lost. 7. The rat knowing it was a trap did not go into the box. 8. The letter having been written to our friends we should now be going home. 9. The trap having been set too near the bank of the creek has fallen into the water. 10. Very young men, having been thrown into business life, do not know the importance of economy.

(a) Draw two lines under all participles that are not a part of the predicate.
(b) Draw one line under the predicates.
(c) Find the complements and tell what kind each is.

(1) ——— ——— is an ——— ——— complement because it follows the predicate, ——— ——— ——— ——— ———.

(2) ——— ——— ——— is an ——— ——— complement because it follows the predicate, ——— ——— ———.

(10) ——— ——— ——— is an ——— ——— complement because it follows the predicate, ——— ——— ——— ——— ——— ———.

(d) Draw two wavy lines under each adverb.

1. The large tree growing in the school lot might fall down. 2. The strong wind, blowing from the west, may do considerable damage. 3. The cat having climbed to the top of the tree saw the birds flying away. 4. The word beginning a sentence should begin with a capital letter. 5. The young birds having flown to the tree were safe from the cat.

(*a*) Write a list of all the present participles (4).

(*b*) Write a list of all the participles with the helper *having* (2).

(*c*) In Sentence 5, ———————— is an ———————— complement because it follows the predicate, ————————.

(*d*) Underline all the adverbs.

(*e*) In Sentence 5, the predicate is *were* and not *was* because the subject, ————————, is ————————, and the predicate must also be ———————— to agree with its subject.

(*f*) Write a list of all the predicates (5).

Exercise 94. E. ————————.

To review the past participle when preceded by having.

1. Having learned the lesson, the pupil laid the book upon the table. 2. Having found a suitable place near a river, the pioneer built a log house for a home. 3. Having swum the river, the deer climbed the bank on the other side. 4. The babes lost in the woods cried bitterly. 5. Having fought in many battles, the soldier knew no fear. 6. We found the ball lying in the thick grass. 7. Laying the gun upon the ground, the hunter lay down beside it. 8. Having thrown the ball, he caught it again. 9. We found him feeding the chickens. 10. Sitting under the trees the children sang several songs. 11. The child had finally lain down. 12. The road, worn by travel, needs new gravel. 13. The log drawn by oxen broke the gate. 14. Having eaten the lamb the lion lay down. 15. The squirrel having torn the shell off the nut climbed the tree. 16. Bent with age the old man crossed the street. 17. Having climbed the cliff we soon came to a level plain.

(*a*) Draw one straight line under all participles that are not a part of the predicate.
(*b*) Draw one wavy line under each singular predicate.
(*c*) Draw two wavy lines under each plural predicate.
(*d*) Write a list of all present participles used (4).

(e) Write a list of all participles used with *having* (81).

(f) Place parentheses around all prepositional phrases.

(g) Draw one dotted line under each adverb.

Exercise 95.

To teach adverbs modifying participles.

Participles are verbs and therefore may be modified by adverbs. Question closely upon all adverbs modifying participles.

Date_____, 191__.

1. We had seen a horse running away. 2. This book certainly must have been written by an American. 3. The window had been broken very early in the morning. 4. That lettuce, grown so quickly under glass, will be very crisp. 5. I do agree to the bargain now made. 6. The children now coming home should be grateful for the presents given to them. 7. The weather could not be more favorable for the children now going to the picnic.

(a) Find all modifiers and tell what they modify by filling in the following blanks (26):

1. *A* modifies the _____. Therefore, *a* is an _____.

1. _____ modifies the _____. Therefore, _____ is an _____.

2. _____ modifies the _____. Therefore, _____ is an _____.

2. _____ modifies the _____. Therefore, _____ is an _____.

2. _____ modifies the _____. Therefore, _____ is an _____.

Omit the adjectives "the."

3. _____ modifies the _____. Therefore, _____ is an _____.

3. _____ modifies the _____. Therefore, _____ is an _____.

4. _____ modifies the _____. Therefore, _____ is an _____.

4. _____ modifies the _____. Therefore, _____ is an _____.

4. _____ modifies the _____. Therefore _____ is an _____.

(4) _____ modifies the _____. _____ ___. Therefore, _____ is an _____.

(4) _____ modifies the _____. _____. Therefore, _____ is an _____.

(5) _____ modifies the _____. _____. Therefore, _____ is an _____.

(5) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is an _____.

(6) _____ modifies the _____. _____. Therefore, _____ is a _____.

(6) _____ modifies the _____. _____. Therefore, _____ is a _____.

(7) _____ modifies the _____. _____. Therefore, _____ is an _____.

(7) _____ modifies the _____. _____. Therefore, _____ is a _____.

(7) _____ modifies the _____. _____. Therefore, _____ is an _____.

(7) _____ modifies the _____. _____. Therefore, _____ is a _____.

(7) _____ modifies the _____. _____. Therefore, _____ is a _____.

(*b*) Underline the predicates in the sentences.

(*c*) In Sentence 4, _____ is an _____ complement because it follows the verb, _____.

(*d*) In Sentence 6, _____ is an _____ complement because it follows the verb, _____.

(*e*) In Sentence 7, _____ is an _____ complement because it follows the verb, _____.

Exercise 96. E. _____.

To teach participial phrases.

Explain that participles, like prepositions, may be followed by an object thus making a phrase, called a participial phrase, thus: "The child *having eaten his dinner* was put to sleep." Emphasize the fact that the phrase is not only made up of the participle and its object, but also the modifiers of that object.

Date_____, 191__.

1. The pupil having rung the bell went back into the schoolroom. 2. I saw the pupil carefully writing the composition. 3. The children having blown large soap bubbles broke them. 4. The flowers growing in the garden are very beautiful. 5. Mary having torn the dress accidentally then went home.

(*a*) Write the principal parts of all the verbs (10).

Present form	*Past form*	*Past participle*

(*b*) Write all the participles in the above sentences that end in *ing* (2).

(*c*) Write all the participles with the helper *having* (3).

(*d*) Write all the words modifying participles (2).

(*e*) What part of speech are these words which modify participles? _____.

(*f*) Place parentheses around all the participial phrases and underline the participles.

(*g*) Draw two lines under each prepositional phrase.

Exercise 97.

To review previous participial constructions

Oral. Have each sentence analyzed, being careful that all the points to be covered in the subsequent written lesson are first discussed in class orally and with a clear understanding. So far as possible, do not use exactly the same form of putting the questions in the oral lesson as in the written. If more drill is needed go over some of the sentences of preceding exercises on participles.

Date_____, 191__.

1. Having eaten lunch, the travelers were soon climbing the mountain path. 2. The pupils, having learned the lesson, may go out for recess. 3. Very many birds can be seen slowly flying over the lake. 4. The man now coming up the road may be looking for work.

(*a*) Place in parentheses all participial phrases.

(*b*) Draw two lines under all participles which are not a part of the predicate.

(*c*) Write a list of all the predicates (4).

(*d*) Write a list of all the prepositional phrases (4).

(*e*) Find all modifiers and tell the part of speech of each by filling in the following blanks (9): (Omit the adjective "*the*.")

(1) _____ modifies the _____. Therefore, _____ is an _____.

(1) _____ modifies the _____. Therefore, _____ is an _____.

(2) _____ modifies the _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. Therefore, _____ is an _____.

(3) _____ modifies the _____. Therefore, _____ is an _____.

(4) _____ modifies the _____. Therefore, _____ is an _____.

(4) _____ modifies the _____. Therefore, _____ is an _____.

Exercise 98.

To find the past form and past participle.

The principal parts of all verbs should be recognized, but often after memorizing them there is some confusion as to which is the past form and which the past participle. To avoid such a confusion the devices of this exercise are introduced.

A simple device to find the past form of the verb is to first write the present form of the verb and place *I* before it. Then fill in the blank with the verb in the following: I _____ yesterday. Thus, *I give; I gave yesterday.* We feel forced by the sound to say, not "I give yesterday" nor "I given yesterday" but "I gave yesterday." The form of the verb that is supplied in the blank space in "I _____ yesterday" will always be the past form of the verb.

To find the past participle write the present form of the verb and place *I* before it. Thus, *I give.* Then supply that form of the verb which sounds best in "I have _____." The form supplied in the blank is the past participle.

This device is not a safe one in the case of those irregular verbs in which there are current confusions of the past participle with the present or past forms. However, there are only a very few of such confusions.

Most verbs have the same word for the past form and past participle. These verbs form their past and past participle by adding *ed* to the present form. Thus:

Present form	*Past form.*	*Past participle.*
work	worked	worked
call	called	called
live	lived	lived
jump	jumped	jumped
taste	tasted	tasted

There is no necessity of teaching the terms "Regular" and "Irregular" verbs.

Date_____, 191__.

(*a*) Write the principal parts of the following verbs:

Present form.	*Past form.*	*Past participle.*
learn		
nail		
study		
run		
climb		
rain		
see		
snow		
walk		
burn		

Exercise 99. E

Date_____, 191__.

Cumulative Review Test.

1. The three principal parts of a verb are the ___ form, ___ form and the ___ ___ ___ ___ ___ ___ ___ ___.

2. The two participles of a verb are the ___ ___ ___ participle and the ___ ___ ___ ___ participle.

3. The present participle is formed by adding ___ ___ ___ to the _____ form of the verb.

4. The past participle is never used as a part of the predicate unless used with some form of the verb ___ ___ ___ ___ ___, or with the helpers ___ ___ ___, ___ ___ ___ or ___ ___ ___ ___.

5. If the present participle is used with a form of the verb *be* as a helper, is it a part of the predicate? ___ ___ ___ ___ ___ If used without some form of *be* as a helper is it a part of the predicate? ___ ___ ___ ___

6. If the past participle is used without the helpers *has*, *have* or *had*, is it a part of the predicate? ———. If used with these helpers, is it a part of the predicate? ———.

7. *Was worn* expresses ——— time and is in the ——— number. *Has been seen* expresses ——— time and is in the ——— number. *Have been working* expresses ——— time and is in the ——— number. *Is studying* expresses ——— time and is in the ——— number. *Were running* expresses ——— time and is in the ——— number. *Shall be reading* expresses ——— time and is in the ——— number. *Were seen* expresses ——— time and is in the ——— number.

8. Which form of the verb is never used with any form of the verb *be* or with any helper? ——— ———.

9. If a pronoun is used as the object of a participle, must the subject or the object pronoun be used? ——— pronoun.

10. The part of speech which modifies a participle is an ——— because participles are verb forms and anything that modifies a verb is an ———.

11. If a pronoun is used as the complement of the verb *be* it must be one of the ——— pronouns.

12. If a pronoun is used as the object complement, as the object of a preposition, object of a participle or object of an infinitive it must be one of the ——— pronouns.

13. Draw one line under each singular verb and two lines under each plural verb in the following list of words: has been, were seeing, was seen, are, is, have studied, does sing, do work, is working, are seen.

14. We may express past time by using the ——— form of the verb without a helper, or by using the ——— ——— with the helpers ———, ——— or ———.

15. We may express present time by using the ——— form of the verb.

16. Adverbs modify ———, ———, ——— and ———.

17. Adjectives modify ——— and ———.

Exercise 100. E. ———.

To teach the recognition of the infinitive.

Explain that infinitives are forms of the verb, but that also in sentences they are used as subjects, complements or modifiers. Do not teach that the infinitive *is* a noun or *is* an adjective as this is an unnecessary confusion. Have the sentences analyzed, and if the pupils follow the language forms closely they should discover for themselves the offices which the infinitives hold. Give help only as needed. Insistently make clear that an infinitive always does two things—shows action and is used where a noun (name of an action) or modifier (adjective or adverb) can be used. As you come to the constructions teach that the infinitive may have an object just as prepositions and participles. An infinitive and its object, with the modifiers of the object, is an infinitive phrase.

Difficulty will be met in the confusion of infinitives with prepositional phrases introduced by *to*. Teach them that in the prepositional phrase the object of *to* is always a noun or pronoun, while in the infinitive a verb always follows the sign *to*. Analyze each sentence and drill upon all constructions in review.

Date———— —— —, 191—.

1. To swim gives much pleasure. 2. The child asked to come. 3. The horse began to drink. 4. To lie down after hard work gives rest. 5. He wanted to read the book. 6. The man determined to swim the river. 7. We had just begun to see light. 8. The little girl wished to play another game. 9. The sailor attempted to save the drowning man.

a Underline all the infinitives.

b Write the principal parts of all infinitives and also of verbs used as predicates. 18.

Infinitive or predicate.	*Present form.*	*Past form.*	*Past participle.*

Write a list of all the adjectives. 5.

a Draw two straight lines under each noun.

c Draw one wavy line under each verb expressing past time.

t Draw two wavy lines under each verb expressing present time.

Exercise 101. E. — ———————————.

To teach the use of the infinitive.

We need not emphasize the modification of words by infinitives as no errors currently occur due to this construction.

1. The time to ring the bell had come. 2. The determination to climb the mountain will give new hope to the lost travelers. 3. The child was running to overtake the mother. 4. The fox has run through the water to throw the dogs from the trail. 5. The cows are coming down to the stream to drink. 6. The best place to fish lies over the mountain. 7. To throw accurately requires much practice. 8. The visitors have been climbing to the top of the mountain to see the sunrise. 9. She wished to sit in the shade. 10. He has set a trap to catch mice.

(*a*) Underline all infinitive phrases. Place two lines under all infinitives.
(*b*) Place parentheses around the predicates.
(*c*) Write a list of all the prepositional phrases (8).

———————————————————————————————————————

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(*d*) Write the principal parts of all verbs used as a part of the infinitive and also the principal parts of verbs used in the predicates (20).

Present form.	*Past form.*	*Past participle.*

Present form.	*Past form.*	*Past participle*

(*e*) Draw one dotted line under each singular verb.

(*f*) Draw two dotted lines under each plural verb.

(*g*) Draw one wavy line under each verb expressing past time.

(*h*) Draw two wavy lines under each verb expressing present time.

(*i*) Draw three wavy lines under each verb expressing future time.

(*j*) In Sentence 7, *accurately* modifies _____ and is, therefore, an _____.

Exercise 102.

E. _____.

To avoid confusion between infinitives and prepositional phrases.

Again explain to the pupils that in the prepositional phrase introduced by *to* that the preposition, *to*, is followed by either a noun or a pronoun as its object, but that in an infinitive the *to* is always followed by a verb.

1. Mary has gone to town to shop. 2. The boys have gone to the river to swim. 3. She calls to the baby to take care. 4. We wanted to go to the park. 5. Bert went to the pantry to eat pie. 6. We planned to go to Chicago this summer. 7. She has gone to the store to buy some candy. 8. Ray asked to go to the circus.

(*a*) Write each phrase and infinitive and tell what it is by using the following form (16):

(1) town is a noun (noun or verb). Therefore, to town is a prepositional phrase.

(1) shop is a verb. Therefore, to shop is an infinitive.

(2) _____ is a _____. Therefore, _____ is a _____.

(2) _____ is a _____. Therefore, _____ is a _____.

(3) _____ is a _____. Therefore, _____ is a _____.

(3) _____ is a _____. Therefore, _____ is a _____.

(4) _____ is a _____. Therefore, _____ is a _____.

(4) _____ is a _____. Therefore, _____ is a _____

5) _____ is a _____. Therefore, _____ is a _____

(5) _____ is a _____. Therefore, _____ is a _____.

(6) _____ is a _____. Therefore, _____ is a _____.

(6) _____ is a _____. Therefore, _____ is a _____.

(7) _____ is a _____. Therefore, _____ is a _____.

(7) _____ is a _____. Therefore, _____ is a _____.

(8) _____ is a _____. Therefore, _____ is a _____.

(8) _____ is a _____. Therefore, _____ is a _____.

(*b*) Draw one straight line under each singular verb.

(*c*) Draw two straight lines under each plural verb.

(*d*) Draw one wavy line under each verb expressing past time.

(*e*) Draw two wavy lines under each verb expressing present time.

Exercise 103. E. _____.

To drill upon the confusion of infinitives with prepositional phrases.

to use	to play	to the dog
to climb	to complain	to write
to the desk	to cry	to take
to the company	to children	to know
to knock	to the circus	to fire
to buy	to do	to talk
to Chicago	to the roadside	to cross
to advance	to sleep	to the yard
to blow	to catch	to obtain
to tear	to the office	to hurt
to build	to help	to give
to see	to stop	to drink
to visit	to come	to save
to sing	to play	to the travelers
to swim	to ring	to the top
to come	to throw	to write
to sit	to increase	to the pantry
to town	to shop	to the store
to eat	to go	
to buy	to her	

(*a*) Draw one line under each infinitive form.

(*b*) Draw two lines under each prepositional phrase.

Exercise 104. E. _____.

To teach participles used as subjects, complements, or as objects of prepositions and infinitives.

It is unnecessary to teach the difficult conception that participles are sometimes nouns or adjectives. Teach pupils to recognize participles as subjects or complements. Make only passing mention of their use as modifiers. Explain that there are three kinds of phrases—prepositional, infinitive, and participial. Each is named from the word which begins it; thus, a prepositional phrase is introduced by a preposition, an infinitive phrase by an infinitive, or a participial phrase by a participle. An infinitive or a participial phrase contains, besides the infinitive or participle, an object (noun or pronoun) with or without a modifier. Make clear at once that a participle or an infinitive in itself does not constitute a phrase. Also, by distinct pronunciation and spelling by the class, avoid the confusion of the words "participial" and "participle."

Date_____, 191__.

1. Singing interested the children. 2. Running may strengthen the muscles. 3. She enjoys riding. 4. To know that lesson will require some memorizing. 5. By running fast John is determined to win the race. 6. By climbing the tree the cat escaped from the dog. 7. Cowboys have learned to throw the lasso. 8. We sometimes may injure a man by praising him. 9. We learn to do by doing. 10. Catching a ball sometimes breaks fingers. 11. He said to go swimming.

(*a*) Place parentheses around all phrases. Draw one line under the prepositions and two lines under the participles and infinitives used in the phrases.

(*b*) Write a list of all participles used as objects (7).

_____

_____

_____

(*b*) Draw one wavy line under each verb expressing past time.

(*c*) Draw two wavy lines under each verb expressing action in the present time.

(*d*) Draw one dotted line under each verb expressing action in the future time.

(*e*) Draw two dotted lines under each adverb.

(*f*) Cross out each participle used as a subject.

Exercise 105. E. _____.

To teach the analysis of phrases.

In beginning phrases have the children use the following (using the first sentence): "Having eaten the lamb" is a phrase, introduced by the participle *having eaten*. Therefore, it is a participial phrase. Having eaten what? Lamb. Therefore, *lamb* is the object. *The* points out the word *lamb*. Therefore, *the* is an adjective.

Later drop this form, and have the children say: "Having eaten the lamb" is a participial phrase, introduced by the participle having eaten, having for its object the noun lamb.

Call upon pupils to give the principal parts of the irregular verbs upon which drill has previously been given—sit, wore, riding, given, saw, lay, beginning, blow, came, lost, lain, drink, it, draw, say, tear.

Date_____, 191__.

1. The king, sitting upon a high throne, wore a crown sparkling with diamonds. 2. The officer, riding a white horse, had given the signal to advance. 3. We saw some cows drinking from the river. 4. He is now cutting the grass growing by the roadside. 5. Drawing the sword, the captain plunged into the thick of battle. 6. They lay down to sleep, completely worn out by the labor. 7. The child, beginning to tire of the toys, now wanted to blow soap bubbles. 8. Having climbed the cliff, we came to a level plain reaching far back to the forest. 9. Lost in the woods, the babes had lain down to sleep. 10. The sick child having drunk the refreshing medicine soon sat up. 11. Little babies beginning to talk frequently say amusing things. 12. The wind now blowing a perfect gale began to tear away the sails.

(*a*) Place parentheses around all phrases.
(*b*) Draw one line under prepositions.
(*c*) Draw two lines under infinitives.
(*d*) Draw three lines under participles not a part of the predicate.
(*e*) Write the principal parts of the following verbs: cut, draw, lie, say.

Present form.	*Past form.*	*Past participle.*

(*f*) Write a list of all the adverbs (10).

_____

_____

(*g*) Write a list of all the adjectives, omitting *the* (15).

_____

_____

_____

(*h*) Write one dotted line under each singular verb.
(*i*) Draw two dotted lines under each plural verb.
(*j*) Draw one wavy line under each verb expressing past time.
(*k*) Draw two wavy lines under each verb expressing present time.

Exercise 106. E. _____.

General review of infinitives and participles.

Oral—Analyze each sentence of the exercise and have pupils tell how the participles and infinitives are used. Select each phrase and have pupils tell what kind of a phrase it is. Call for the time expressed by each verb and have its principal parts given. Require language form for all adjectives and adverbs.

Date_____, 191__.

1. Having eaten the lamb the lion lay down to sleep. 2. The squirrel having torn off the shell climbed the tree to eat the nut in safety. 3. Knowing the habits of the animal the trapper lay in wait to catch him. 4. Bent with age the man tried to cross the street. 5. He did not care for swimming. 6. Giving alms indiscriminately frequently does injury. 7. A workman, helping to build a new house, saw the driver of a large wagon trying to back the horses into the yard. 8. Living in a large city offers many opportunities to see wonderful things. 9. The carrier having distributed the letters went back to the office to obtain another load. 10. To cross a railroad track in front of a moving train invites the losing of life.

(*a*) Write one line under all predicates.
(*b*) Write two lines under all infinitives.
(*c*) Write three lines under all participles.
(*d*) Place parentheses around all phrases.
(*e*) Select the verb from each predicate and give principal parts. Underline that form which is found in the predicate (10).

Present form.	*Past form.*	*Past participle.*

(*f*) Write a list of all adverbs (5).

(*g*) Write a list of all adjectives, omitting *the* (14).

Exercise 107. E. —— ——————————.

Date——————————, 191—.

Review Test.

1. An infinitive is made up of the sign ———————— and the ———————— form of the verb.

2. In an infinitive, the part of speech which follows *to* is always a ————————. In a prepositional phrase, *to* is followed by a ———————— or a ————————.

3. If the object of an infinitive is a pronoun, should a subject pronoun or an object pronoun be used? ———————— pronoun.

4. Are infinitives modified by adjectives or by adverbs? By ————————.

5. The present participle of a verb consists of the ———————— form of the verb and the ending ————————.

6. When is the present participle a part of the predicate? When used with some form of ———————— as a helper?

7. When is the past participle a part of the predicate? When used with some form of ————————, or with the helpers ————————, ———————— and ————————.

8. If the past participle is preceded by the helper, *having*, is it or is it not a part of the predicate? ———————— ———————— ————————.

Exercise 108. E. —— ——————————.

To teach the imperative form.

Do not treat the imperative as a distinct mode, or form of the verb. Simply teach it as the present form used in giving commands; that its subject is always *you* and that the *subject* is usually omitted.

Date——————————, 191—.

1. Drink the medicine. 2. Run into the yard. 3. Come. 4. You may go to see her. 5. I can climb that tree by carefully using a ladder. 6. Eat the bread without seriously complaining. 7. You must come to visit us very soon. 8. Having broken the window so carelessly you must pay for it. 9. You may wear your new hat to-morrow. 10. She can set the table very tastefully. 11. Having begun the work you must now finish it. 12. Go at once. 13. He might lose the opportunity by staying away. 14. By eating that candy now you might not have an appetite for dinner. 15. I could easily throw the ball to you. 16. At the signal begin to sing. 17. George would not do anything to hurt the feelings of a playmate. 18. Swimming would give exercise. 19. Write the sentence without looking at the copy. 20. I can hear the singing quite plainly. 21. Set the bowl of milk upon the table without spilling. 22. Going at the present rate, to stop too quickly might kill us. 23. You may go to see him now.

(*a*) Place parentheses around all phrases.

(*b*) Place one line under all prepositions. Draw two lines under each infinitive. Draw three lines under each participle.

(*c*) Write a list of all the adverbs.

(*d*) Select the verb from each predicate and give its principal parts. Underline the form that is found in the predicate (23).

Present form.	*Past form.*	*Past participle.*

(*e*) Write one dotted line under each predicate in the singular number.

(*f*) Write two dotted lines under each predicate in the plural number.

(*g*) In Sentence 1, *medicine* is an _____ complement because it does not follow the verb _____.

(*h*) When the subject is *you*, do we use the singular or plural form of the verb? _____.

Exercise 109. E. _____.

To review.

Expect pupils to give the principal parts of verbs whose past and past participles end in *ed* without previous study.

Date_____, 191__.

1. I did not tell him to go. 2. I certainly did intend to come more promptly. 3. I do not wish you to do that again. 4. You could finish the task in time by working rapidly. 5. Urging him at that time would have no effect. 6. He does not wish to do it. 7. He could not possibly have arrived at this time by walking. 8. The thief must have entered the house by climbing through a window. 9. Watering the plants would have saved them from dying. 10. We do hereby grant to you the right to use these grounds. 11. The book should have been returned more promptly. 12. They did really come after all. 13. Be seated. 14. He might at least have asked the privilege. 15. The fire might have been put out without raising an alarm.

(*a*) Place two lines under all infinitives and three under participles.

(*b*) Place in parentheses all of the infinitive and participial phrases.

(*c*) Write the principal parts of all verbs, underlining the form that is found in the predicate (15).

Present form.	*Past form.*	*Past participle.*

(*d*) Write a list of all the helpers of the verbs in the above sentences (15).

_____

_____

_____

_____

(*e*) What time is expressed by the helper *do*? _____. By the helper *did*? _____.

(*f*) In expressing present time in Sentence 6, we use *does wish* and not *do wish* because the subject, _____ is _____.

(*g*) Place one dotted line under each singular predicate and two dotted lines under each plural predicate.

Exercise 110. E. _____.

Treatment of case, and parsing.

Regarding the treatment of case of nouns, we may omit all except the possessive case, which is extremely important, as it is the source of the most frequent errors in written composition. It is absurd to force a distinction between the nominative and objective case, for the distinction is a purely imaginary one, and error is impossible. It is one of the amusing stupidities of English grammarians that because Latin nouns have case, the grammarians have forced into English grammar, already complex enough, a distinction wholly unnecessary, and at the same time very confusing.

Our pronouns change their spelling to express the nominative and objective cases, and we shall teach that *I*, *he*, *she*, *we* and *they* are "subject" pronouns (which may also be used as attribute complements), and that *me*, *him*, *her*, *us* and *them* are "object" pronouns. *My* or *mine*, *his*, *her* or *hers*, *our* or *ours*, *your* or *yours*, *its*, *their* or *theirs* should be taught later as possessive pronouns with no mention made of the word *case*. The terms "nominative case" and "objective case" need never be mentioned in the classroom. Do not teach possessive *case*, but refer to nouns and pronouns showing ownership as possessive nouns or possessive pronouns.

Parsing is a piece of antique pedantry which has crept unfortunately into the grammar lesson. The object of parsing is to furnish drill upon the inflected forms, but to give it in the presented form requires the pupil also to memorize the order of points named. Thus, our text lessons usually require the order of class, gender, person, number, case, and syntax. The order is useless, except as a prevention against omission. Yet the chief effort of the drill is upon remembering *this order*. Besides, the person and case (except the possessive) are useless distinctions, and the question of gender is only important in the case of a very few nouns and is rarely subject to error. In order to get the most out of drill, we must have the attention focused upon the essential point, and one only, or its force will be lost. We need to know the class, number, and use of words; therefore, let us ask for these, one at a time, so that the pupils' attention will be centered. Thus, in the sentence, *The herd of cattle frightened the countess*, the matter of the person or gender of *herd* is useless and nonsensical.

The language form to be followed is as follows (using the first sentence):

"BOY'S" *is a noun showing ownership of* HAT. *Therefore*, "BOY'S" *is a possessive noun.*

Teach that the possessive noun is singular when the apostrophe and *s* have been added to the singular form of the regular noun. If an apostrophe alone, or an apostrophe and *s* have been

added to the plural form of the regular noun, then the possessive noun so formed is also plural. Make it clear that the singular possessive noun is usually formed by adding an apostrophe and *s* to the singular form of that noun; that the plural possessive noun is formed by adding only an apostrophe when the noun ends in *s*, but that an apostrophe and *s* are added when the plural form of the noun does not end in *s*. Call for the number of each possessive noun and have pupils tell why it is spelled as it is in each instance. An oral drill upon singular and plural forms of nouns previously studied is very essential here.

Date———————————, 191—.

1. The boy's hat must be in the yard. 2. The cow's calf has been sold. 3. The teacher could send some one to hang the children's cloaks upon the pegs. 4. The sun's rays were shining fiercely upon the hot desert, blinding the traveler's eyes. 5. Having shaken the bottle the mischievous boy threw away two teaspoonfuls of the baby's medicine. 6. He ought to have learned the lesson from somebody else's book. 7. The Country Club's rules forbade shooting deer during certain months of the year. 8. The soldiers' guns stood in the rack. 9. Despite the captain's efforts the ship sank. 10. The young birds hearing their mother's call flew to her. 11. Brush the children's clothes.

(*a*) Write each possessive noun, and immediately after the noun write whether it is singular or plural in number (12).

b Select ALL nouns from the above sentences, write the singular and plural forms of the noun, and also the singular and plural possessives of the same noun (39).

Singular number.	*Plural number.*	*Singular possessive.*	*Plural possessive.*
boy	boys	boy's	boys'

(*c*) Underline all predicates.
(*d*) Place parentheses around all phrases.
(*e*) Draw two lines under each infinitive.
(*f*) Draw three lines under each participle.

Exercise 111. E. _____.

To drill upon possessive nouns. Date_____, 191—.

1. The mother, worn by two weeks' nursing of the sick child, now slept soundly. 2. Huge rocks, loosened by the continuous rains, have slid down the mountain, crushing the miners' cabins. 3. He ought to have had two years' experience. 4. We spoke loudly to hear the echoes. 5. According to the legend, men sprang from the dragon's teeth sown by Cadmus. 6. Good fairies have spent much time in undoing wicked fairies' mischief. 7. The Indians' wretched captives now stood before the tribe's chief. 8. The detectives found the thieves' plunder hidden in the women's trunks. 9. The mice ought to have been more careful in stealing the cat's food. 10. The witness has sworn to the statement, positively fixing the suspect's identity. 11. The Indian's arrow, hitting the roof, stuck harmlessly into the wood. 12. By weeping the prisoner hopes to win the judge's mercy. 13. The hero's motto, taught him at a mother's knee, had ever been to tell the truth. 14. The general had thought to take the enemy's fort. 15. The man's friends ought to have known better.

(*a*) Write the regular singular and plural forms of *all* nouns, and also the singular possessive and the plural possessive forms of the same nouns (50).

Singular number.	*Plural number.*	*Singular possessive.*	*Plural possessive.*

Singular number	*Plural number*	*Singular possessive.*	*Plural possessive.*

(*b*) Draw one straight line under each participle which is not a part of the predicate.

(*c*) Draw two straight lines under each predicate.

(*d*) Place parentheses around all phrases.

(*e*) Draw one dotted line under each adverb.

(*f*) Draw one wavy line under each infinitive.

(*g*) Draw two wavy lines under each possessive noun.

(*h*) In Sentence 7, the apostrophe is placed after the final *s* in *Indians'* because *Indians'* is in the ———————— number.

Exercise 112. E. ————————————————.

To teach the pronouns used as subjects and attribute complements.

The old device of requiring a declension of the pronouns might have been a good device if results had been obtained by the use of it. But pupils had little more tendency to use the nominative form as the subject or attribute complement after memorizing the declension than before. The same is equally true of the objective forms. We shall teach that the pronouns *I*, *you*, *he*, *she*, *it*, *we* and *they* are subject pronouns and that *me*, *you*, *him*, *her*, *it*, *us* and *them* are object pronouns. Later we shall treat the possessive pronouns. There is no need of classifying these pronouns with reference to gender for no errors currently arise through lack of knowledge of such a classification. Tell pupils that of the subject pronouns *I*, *you*, *he*, *she* and *it* are in the singular number and that *we* and *they* are in the plural number; that of the object pronouns *me*, *you*, *he*, *she* and *it* are in the singular number and *us* and *them* are in the plural number. No special emphasis is needed with reference to the number of the various pronouns for errors in their number use are very rare. Pupils need to realize that certain subject pronouns are singular and certain others are plural in order that the proper agreement between subject and predicate may be made. They should also know the number of the object pronouns in order that a proper agreement is made between the pronoun and its antecedent.

The subject, object and possessive forms of the relative pronouns will be studied in another exercise.

It is not necessary to have the compound pronouns memorized, but simply read over for recognition. Teach, however, that the forms "hisself" and "theirselves" are incorrect. In the same way have the class read over the list of adjective pronouns, but do not require them to be memorized, nor to use the term *adjective pronouns*. Simply call them pronouns. It is unnecessary to teach the classification of pronouns as personal, interrogative, and adjective. No mistakes occur which may be corrected by these classifications, and their existence in the text is simply one of the unnecessary pedantries which makes grammar complex and difficult, without adding to its usefulness. The misuses of pronouns will be taken up later; as for the present, we must concentrate our attention upon the mastery of forms; until these become thoroughly recognizable, it is useless to attempt correction of errors.

In teaching the present exercise to the pupils, speak only of the above mentioned facts which relate to subject pronouns; namely, that certain of the pronouns may be called the subject pronouns and that these subject pronouns may not only be used as subjects but also as attribute complements. Incidentally bring out the fact that *we* and *they* are plural in number and all others are singular. Review orally attribute complements before dealing with the sentences of this exercise.

Date———————————, 191—.

1. He has fled to seek shelter. 2. Wearied by the long tramp, they now flung themselves upon the ground to sleep. 3. You get the ball. 4. We have never before heard such sweet singing. 5. I have ground the knife upon the grindstone. 6. She knelt before his grave in prayer. 7. It is he. 8. It was she. 9. He hit his mark. 10. It is I. 11. She let my cat into the house. 12. It was they. 13. It might have been I. 14. Was it she? 15. It will be I. 16. It must have been they. 17. It shall be she. 18. It could not have been he.

(*a*) Tell why the pronouns are used as above by filling in the blanks (18):

(1) We use the subject pronoun, he, because he is the subject of the sentence.

(2) We use the ——— pronoun, ———, because ——— is the ———.

(3) We use the ——— pronoun, ———, because ——— is the ———.

(4) We use the ——— pronoun, ———, because ——— is the ———.

(5) We use the ——— pronoun, ———, because ——— is the ———.

(6) We use the ——— pronoun, ———, because ——— is the ———.

(7) (Omit the pronoun *it*.) We use the ——— pronoun, ———, because ——— is the ———.

(8) We use the ——— pronoun, ———, because ——— is the ———.

(9) We use the ——— pronoun, ———, because ——— is the ———.

(10) We use the ——— pronoun, ———, because ——— is the ———.

(11) We use the ——— pronoun, ———, because ——— is the ———.

(12) We use the ——— pronoun, ———, because ——— is the ———.

(13) We use the ——— pronoun, ———, because ——— is the ———.

(14) We use the ——— pronoun, ———, because ——— is the ———.

(15) We use the ——— pronoun, ———, because ——— is the ———.

(16) We use the ——— pronoun, ———, because ——— is the ———.

(17) We use the _____ pronoun, _____, because _____ is the _____.

(18) We use the _____ pronoun, _____, because _____ is the _____.

(*b*) Place parentheses around all phrases. Draw one line under the prepositions. Draw two lines under the infinitives. Draw three lines under the participles.

(*c*) Draw a wavy line under each predicate.

(*d*) Write the principal parts of all verbs found in the predicates, infinitives and participles. (Omit verbs in Sentences 12 to 18.)

Present form.	*Past form.*	*Past participle.*

(*e*) Only the _____ pronouns are used after the verb *be*.

(*f*) Only the _____ pronouns can be used as the subject.

(*g*) The subject pronouns _____ and _____ are plural and all others are _____.

Exercise 113.

E. _____ _____.

To teach the object pronouns.

Explain that *me*, *you*, *him*, *her*, *it*, *us* and *them* are object pronouns and that all are singular except *us* and *them*, which are plural. Tell the pupils that these object pronouns are to be used (1) as object complements, (2) as objects of a preposition, (3) as objects of an infinitive, and (4) as objects of a participle. They are never to be used as the subject or attribute complement of the sentence.

Date———————————, 191—.

1. We have seen her in the city. 2. They have sent him to find her. 3. She knew them by sight. 4. That ball might strike us. 5. He swung the rope around Mary's head merely to frighten her. 6. Do not leave me. 7. The blacksmith skilfully shod the horse for him. 8. Where may I find you? 9. Calling to him the child ran after him. 10. Do you know them? 11. Knowing him so well, they can not have forgotten him by this time. 12. He laid the book before her. 13. They tried to find her. 14. She has hunted them everywhere. 15. Having sent him upon an errand, she sat down to await his return. 16. Having caught the dog, they shut him in the kennel. 17. He has built a house for them, hoping to keep them near him. 18. The bees will sting us. 19. We wished to see you yesterday. 20. Cutting him accidentally with a knife, she ran for the doctor. 21. They should have heard us calling them. 22. They ran away from me.

(*a*) Select each pronoun of the first 8 sentences, telling whether it is the subject or object form and why the form is used by filling out the following blanks:

(1) We use the subject pronoun, we, because it is the subject.

(1) We use the object pronoun, her, because it is the object of the verb, have seen.

2. We use the ——— ——— pronoun, ———, because ——— ——— is the ———.

2. We use the ——— ——— pronoun, ———, because ——— ——— is the ———.

2. We use the ——— ——— pronoun, ———, because ——— ——— is the ———.

3. We use the ——— ——— pronoun, ———, because ——— ——— is the ———.

3. We use the ——— ——— pronoun, ———, because ——— ——— is the ———.

4. We use the ——— ——— pronoun, ———, because it is the ———.

5. We use the ——— ——— pronoun, ———, because it is the ———.

5. We use the ——— ——— pronoun, ———, because it is the ———.

6. We use the ——— ——— pronoun, ———, because it is the ———.

7. We use the ——— ——— pronoun, ———, because it is the ———.

8. We use the ——— ——— pronoun, ———, because it is the ———.

8. We use the ——— ——— pronoun, ———, because it is the ———.

(*b*) Draw one straight line under each predicate.

(*c*) Draw two straight lines under each participle not used as a part of the predicate.

(*d*) Draw three straight lines under each infinitive.

(*e*) Draw one dotted line under each adverb.

(*f*) Draw two dotted lines under each adjective, omitting *the*.

(*g*) Place parentheses around each phrase.

(*h*) The object pronouns can be used as the object of the _____, as object of the _____, as object of the _____, and as object of the _____.

(*i*) The object pronouns can never be used as the _____ nor as the _____ complement.

(*j*) The object pronouns _____ _____ and _____ are plural and all other object pronouns are _____.

(*k*) Any object pronoun must have the same number as the _____ for which it is used.

Exercise 114. E. _____.

To teach possessive pronouns.

Tell the class that there are pronouns that show ownership just as there are nouns that show ownership, and that these pronouns are possessive. They are *my* or *mine*, *your* or *yours*, *whose*, *his*, *her* or *hers*, *its*, *our* or *ours*, and *their* or *theirs*. Show them that all are singular except *our*, *ours*, *their* and *theirs*. *Your* or *yours*, and *whose* may be either singular or plural.

The possessive can be treated as a modifier of a noun understood. The fourteenth sentence really means, "The apple you have is her apple." In the case of the pronouns, the form *mine* is equivalent to my (house), his to his (hat), theirs to their (papers), etc. It may be easier to treat the construction in most cases, however, as an exception.

Date_____, 191__.

1. Each has borne his burden. 2. To sing had been her delight. 3. Our boys have beaten in the race, winning the prize. 4. The captive besought his captors to let him go. 5. They have dwelt upon their own land. 6. Give me your promise. 7. My wish is for you to put the little bird back into its nest. 8. Whose hat is this? 9. That tall white house on the corner is mine. 10. The hat on the last hook in the hall is his. 11. The book was his. 12. The papers proved to be theirs. 13. They told to us the truth. 14. The apple you have is hers.

(*a*) Find the pronouns in the above sentences by filling in the following blanks.

(1) We use the possessive pronoun, his, because it shows ownership of burden.

(2) We use the _____ pronoun, _____, because it _____ _____ _____.

(3) We use the _____ pronoun, _____, because it _____ _____ _____.

(4) We use the _____ pronoun, _____, because it _____ _____ _____ _____.

4. We use the _____ pronoun, _____, because it _____.

(5) We use the _____ pronoun, _____, because it is the subject.

(5) We use the _____ pronoun, _____, because it _____.

(6) We use the _____ pronoun, _____, because it _____.

(7) We use the _____ pronoun, _____, because it _____.

7. We use the _____ pronoun, _____, because it _____.

7. We use the _____ pronoun, _____, because it _____.

(8) We use the _____ pronoun, _____, because it _____.

(9) We use the _____ pronoun, _____, because i_____.

(10) We use the _____ pronoun, _____, because it _____.

11. We use the _____ pronoun, _____, because it _____.

(12) We use the _____ pronoun, _____, because it _____.

13. We use the _____ pronoun, _____, because it _____.

(13) We use the _____ pronoun, _____, because it _____.

14. We use the _____ pronoun, _____, because it _____.

b Draw one straight line under each predicate.

c Draw two straight lines under each participle not a part of the predicate.

d Draw three straight lines under each infinitive.

e Draw one dotted line under each singular predicate.

f Draw two dotted lines under each plural predicate.

Exercise 115. E. _____.

Date _____, 191_.

Cumulative Review Test.

1. Draw one line under each of the subject pronouns in the following list of words: I, my, mine, me, you, your, yours, he, his, him, her, she, hers, its, it, us, our, we, ours, them, they, theirs, their, whose.

2. Draw two lines under each object pronoun in 1.

3. Draw three lines under each possessive pronoun in 1.

4. The only kind of a pronoun that can be used as the subject of a sentence is one of the _____ pronouns.

5. The only kind of a pronoun that can be used as the attribute complement of a sentence is one of the _____ pronouns.

6. The only kind of a pronoun that can be used as the object of a verb, as the object of a preposition, object of a participle, or object of an infinitive is an _____ pronoun.

7. Possessive nouns and possessive pronouns show _____.

8. Draw one line under each singular possessive noun and two lines under each plural possessive noun in the following list: boy's, boys', cow's, children's, child's, sun's, traveler's, baby's, babies', soldiers', captain's, mother's, miners', dragon's, fairies', fairy's, Indians', tribe's, thieves', hero's, heroes'.

9. Write the singular possessive forms of the following nouns: boy _____; cow, _____; child, _____; sun, _____; baby, _____; soldier, _____; captain, _____; hero, _____; fairy, _____.

10. Write the plural possessive forms of the following nouns: boy, _____; cow, _____; child, _____; baby, _____; soldier, _____; captain, _____; fairy, _____; hero, _____; man, _____; woman, _____.

12. When no subject is expressed in a sentence what is the subject that is understood to be there? _____.

13. Should you use the singular or the plural form of the verb with the subject *you*? The _____ form.

14. When is the present participle a part of the predicate? When used with some form of _____ as a helper.

15. When is the past participle a part of the predicate? When used with some form of _____ or with the helpers _____, _____ or _____.

16. Is it correct to use the past participle without a helper when it is the predicate? _____. Is it correct to use the past form of the verb without a helper when it is the predicate? _____.

17. Which form of the verb is never used with a helper? The _____ form.

18. Singular verbs usually end in _____ and must be used only with subjects that are in the _____ number.

19. The helpers *has*, *is*, *was*, and *does* are always used with subjects in the _____ number, and never with subjects in the _____ number.

20. Can we express past time by using the past participle without a helper? _____. What form must be used without a helper to express past time? The _____ form.

21. The present forms of the verb *be* are _____, _____, _____ and _____. We use *am* with the subject _____, *are* with all subjects in the _____ number and also with the singular subject _____, and *is* with all other subjects in the _____ number.

22. The past forms of the verb *be* are _____ and _____. We use *were* with all subjects in the _____ number and also with the singular subject _____. We use *was* with all subjects in the _____ number except _____.

23. What kind of a complement always follows the verb be? An _____complement.

Exercise 116.

E. _____.

To teach degrees of adjectives.

Write the sentence, "John is tall. Frank is taller than John; but James is tallest of the three." Draw from the class that there are here expressed three degrees of height—tall, taller, and tallest. Illustrate with a few other adjectives, hard, swift, strange, cheap, that the degrees are expressed by *er* and *est*. Then write in column the comparison as follows:

Positive degree.	*Comparative degree.*	*Superlative degree.*
tall	taller	tallest
hard	harder	hardest
swift	swifter	swiftest
strange	stranger	strangest
cheap	cheaper	cheapest

Have the words *positive*, *comparative*, and *superlative* spelled and pronounced. Tell the class that the comparative degree is usually formed by adding *er* and the superlative by adding *est*.

Explain that we use the comparative form of the adjective when two persons or things are being compared, and that we use the superlative form when more than two persons or things are being compared.

Compare:

Positive.	*Comparative.*	*Superlative.*
strong		
large		
small		
long		
ripe		
grand		
short		
young		
easy		
happy		

Exercise 117.

E. _____.

To review comparison of adjectives.

Require the class to select the adjectives, name the degree employed, and to compare them.

Analyze the sentence with observance of pronouns, infinitives, participles, etc., requiring review.

Date_____, 191—.

1. We saw the older birds feeding them. 2. I sent her to get for me some larger pieces of cloth. 3. The smallest child was carried by the mother. 4. The tall apple tree growing near our barn is now bearing the sweetest fruit. 5. They have asked us to meet her at the earliest

train. 6. A healthier location could not be found for her. 7. Our pine tree is growing taller. 8. A fuller confession must be wrung from him. 9. They are beginning to be frightened by the fierce growling of your largest dog. 10. Bring your smallest hat to me. 11. The youngest boy in the class has been chosen to go for you. 12. My father has bought a faster pony for me. 13. Texas is the largest state in the Union. 14. The swiftest runner will be sent upon this errand for them. 15. Traveling is now easier. 16. John has been helping his younger brother to carry their wood into the house. 17. The ripest apples have fallen to the ground. 18. The largest pumpkins in the state are grown by him. 19. Having known him so long we were puzzled by his strange behavior.

(*a*) Draw one line under all adjectives in the positive degree, two lines under adjectives in the comparative degree, and three lines under adjectives in the superlative degree.

(*b*) Write a list of all subject pronouns that are used either as subjects or attribute complements in the above sentences (5).

(*c*) Write all object pronouns which are the objects of the verb (2).

(*d*) Write a list of all object pronouns which are used as the objects of prepositions, infinitives or participles (11).

(*e*) Write a list of all the possessive pronouns used in the above sentences (8).

(*f*) Draw one dotted line under each singular predicate.
(*g*) Draw two dotted lines under each plural predicate.
(*h*) Place parentheses around all phrases.
(*i*) Draw one wavy line under each participle which is not used as a part of the predicate.
(*j*) Draw two wavy lines under each infinitive.
(*k*) Write a list of all attribute complements (2).

Exercise 118.

E. _____.

To teach comparison of irregular objectives.

Assign the comparison of irregular adjectives for memorizing by the pupils.

Explain, in assigning the lesson, that a number of adjectives are compared irregularly, and that these are the most common sources of error.

Positive.	*Comparative.*	*Superlative.*
good	better	best
bad	worse	worst
well	better	best
little	less	least
much	more	most

Date_____, 191__.

1. The best compositions written by the older pupils have been hung upon the wall by their teacher. 2. The men are now repairing the worst street in our city. 3. Webster was regarded as the foremost orator of his time in our country. 4. John being the strongest was the first to reach the top. 5. We found him in the farthest room. 6. They were sitting under the tree eating the ripest peaches. 7. The largest trout ever caught in our lake was taken out by her last week. 8. We intend to send her to the country next month. 9. William is now making more effort to write neatly. 10. This is the last sentence in this exercise to be analyzed.

a Draw one line under each adjective in the positive degree, two lines under adjectives in the comparative degree, and three lines under adjectives of the superlative degree.

b Write all subject pronouns used in the above sentences (3+).

_____

c Write a list of all the object pronouns used in the above sentences (3+).

_____

d Write a list of all possessive pronouns used in the above sentences (3+).

_____

e Draw one wavy line under each predicate.

f Draw two wavy lines under each participle not used as a part of the predicate.

g Draw one dotted line under each adverb.

h Place parentheses around all phrases.

Exercise 119.

Comparison by means of more, less, most, and least; also comparison of adverbs.

Take up the forms of comparison requiring the use of *more*, *less*, *most*, and *least*, and also the comparison of adverbs. Do not introduce the forms of *more* and *less*, and of *most* and *least*, under the terms of ascending and descending comparison. Simply treat *more* and *less* as com-

parative signs. Require as written work, after some oral explanation and drill, the following forms:

Positive.	*Comparative.*	*Superlative.*
wisely	more wisely	most wisely
	or	or
	less wisely	least wisely
studious	more studious	most studious
pleasant	more pleasant	most pleasant
firmly	more firmly	most firmly
earnestly	more earnestly	most earnestly
beautiful	more beautiful	most beautiful
honest	more honest	most honest
wonderful	more wonderful	most wonderful

Exercise 120. E. — ——— ——— ———.

To review comparison of adjectives and adverbs.

Oral—Have all sentences analyzed and the points upon which the questions for written work are based thoroughly covered.

Date———————, 191—.

1. Mary, being the eldest in the family, is permitted to sit up later in the evening. 2. To have told her sooner would have been cruel. 3. Tom, having earned more money, is going to buy a better bicycle. 4. In the race of the younger boys, John ran the fastest. 5. She will be going to the city next week to buy it. 6. Mary is now studying more earnestly. 7. I have seldom seen a more beautiful sunset. 8. We next met them in Oakland. 9. They approached him less quietly. 10. The latest facts have been laid before us for careful consideration. 11. He pleaded most earnestly to be given his liberty. 12. These thoughts were uppermost in his memory. 13. She studied least persistently of any pupil in the class.

(*a*) Write in a column the comparison of all adjectives in these sentences that are capable of comparison (10).

Positive.	*Comparative.*	*Superlative.*

(*b*) Write in a column all adverbs in the above sentences that are capable of comparison (10).

Positive. *Comparative.* *Superlative.*

(*c*) Place parentheses around all phrases. Draw one line under the participles and two lines under the infinitives.

(*d*) Write all subject pronouns found in the above sentences (5).

(*e*) Write all object pronouns found in the above sentences (5).

(*f*) Write all possessive pronouns found in the above sentences (2).

(*g*) Draw one dotted line under each predicate in the singular number.

(*h*) Draw two dotted lines under each predicate in the plural number.

Exercise 121. E. _____.

Date_____, 191__.

Review Test.

1. We form the comparative degree of most adjectives and adverbs by adding _____ to the _____ degree. We form the superlative degree of most adjectives and adverbs by adding _____ to the _____ degree.

2. Write the comparative and superlative degree forms of the following: good, _____, _____; bad, _____, _____; well, _____, _____; little, _____, _____; much, _____, _____.

3. Compare the following: studious, _____, _____; beautiful, _____, _____; pleasant, _____, _____; honest, _____, _____; wonderful, _____, _____; firmly, _____, _____; wisely, _____, _____.

4. We never use *more* in giving the comparative of those adjectives and adverbs when their comparative has been already formed by adding _____ to the positive.

6. We never use *most* in giving the superlative of those adjectives and adverbs when their superlative has already been formed by adding _____ to the positive.

7. We never use _____ or _____ to form the comparative and superlative forms of the following: *good, bad.*

8. Do adjectives or do adverbs modify verbs? _____ modify verbs.

9. Do adjectives or do adverbs modify nouns? _____ modify nouns.

10. May an adjective or an adverb be used as an attribute complement? _____ may be used as attribute complements, but _____ can not.

Exercise 122. E. _____.

To teach connectives, compound subjects and compound complements.

The connectives, *and* and *or*, together with the compound form of the subject and complement are introduced in this exercise. We wish the pupils to learn the character of this new part of speech and to comprehend the idea of a compound office.

By means of the first sentence show that *and* is used to "connect" *man* and *boy*, and say that it is a "connective." Teach the spelling of the word connective. Go through the sentences orally, selecting the *ands* and *ors*. Explain that if the words connected form the subject of the sentence that the subject is compound; if verbs are connected we have a compound predicate; and if complements are connected the complement is compound.

Do not attempt during the study of connectives to classify them as "Subordinate" and "Coördinate" conjunctions. Such a classification is unnecessary for no errors are made by reason of ignorance of such classification. It is sufficient to know that certain words are connectives.

After having selected the connectives, next refer to the number of each predicate. Explain that subjects connected by *and* are always plural and require a plural predicate. *Singular* subjects connected by *or* require a singular predicate; but plural subjects connected by *or* require a plural predicate. Emphasize this difference between the number of the predicate following subjects connected by *and* and *or*.

Date_____, 191—.

1. A man and a boy were hurt in the accident. 2. The girl and her mother were known to many of us. 3. Robert and his playmates are having a most exciting game of ball in the vacant lot. 4. Mary's mother and grandmother have gone to the city to buy a new dress for her. 5. The cat or the dog must have been eating it. 6. We keep a horse and a cow. 7. It must have been an owl or a bat flying in the dark. 8. They hung their hats and cloaks in the hall. 9. Shall we study our grammar or our spelling? 10. The lion and the lamb lay down. 11. John or Frank has been here. 12. The boy or his friend is coming. 13. The boys or the girls have been here. 14. A horse or a cow has broken the fence. 15. A horse and a cow have broken the fence.

(*a*) Draw one straight line under each compound subject and compound complement. Draw two straight lines under the connectives.

(b) Write a list of all the possessive pronouns used (5).

(c) What possessive noun is used in Sentence 4? _____.

(d) Write the predicate of each sentence in one column, its number form in the second column, and the subject in the third (15).

Predicate	*Number.*	*Subject.*

(a) Write all of the subject pronouns (4).

(b) Place parentheses around all phrases.

(a) Find two attribute complements in the above sentences (2).

(b) Draw a wavy line under the infinitive in Sentence 4.

(c) Write all the object complements (10).

Exercise 123. E.

To teach compound predicates.

Both verbs in a compound predicate must agree with their subject in number. Caution pupils against the use of one singular and one plural verb in the same compound predicate.

Date_____, 191__.

1. John's mother combed and brushed his hair. 2. The Spaniards explored and conquered Mexico. 3. We have worked and proved all our examples. 4. The men and boys cut and carried the wood to make the bonfire. 5. The women and girls spread the lunch and afterwards washed the dishes. 6. Squirrels or wood rats have dug these holes and made the mounds of earth. 7. Kind men and women have sent food and clothes to the shipwrecked sailors. 8. You may stand or sit. 9. We must build a fire or freeze to death. 10. You or I pick and cook the corn and tomatoes for dinner.

(*a*) Draw one line under each verb in the above compound predicates and two lines under the connectives used to connect them.

(*b*) Draw one wavy line under each noun or pronoun in the above compound subjects or compound complements, and draw two wavy lines under the connective connecting the words.

(*c*) Write the possessive pronouns (2).

_____

(*f*) Draw one dotted line under each subject pronoun and two dotted lines under each object pronoun.

(*g*) Write a list of all object complements (13).

_____

_____

(*h*) In Sentence 10 we use the plural verbs, _____ and _____, as predicate because the singular subjects *I* and *you* require a plural verb.

Exercise 124. E _____.

To teach compound modifiers; review of principal parts and verb forms.

Compound modifiers, in the form of adjectives and adverbs and compound objects of infinitives and participles, are introduced in the lesson. In all instances of pronouns, use the opportunity to drill upon their forms; ask why each is the form it is. Drill also upon all elements in review—principal parts, number and time forms of verbs, etc.

1. She and he are coming with you and me to see the lion and the tiger. 2. We are setting a trap to catch a fox or a coon. 3. Leaving her and him at their home, we next went to call upon the doctor and his wife. 4. Is digging clams and oysters fishing or agriculture? 5. Spading or hoeing in the garden will give strength and health to you and me. 6. You or I must be bringing the wood and water. 7. He has tried seriously and earnestly to live an upright and honest life before God and man. 8. Such a dreadful and unexpected calamity could not happen to them or us. 9. The ship was driven fiercely and suddenly upon the rocky and treach-

erous cliffs. 10. Having lost his friends and money, he is now seeking to obtain a fresh foothold in a new and unknown land.

Date_____, 191__.

(*a*) Draw one straight line under each compound predicate, compound subject and compound complement. Draw two straight lines under the connective in each case.

(*b*) Place parentheses around all compound objects of prepositions, infinitives and participles, drawing three lines under each preposition, infinitive and participle.

(*c*) Draw one wavy line under each compound modifier and two wavy lines under the connective used to connect them.

(*d*) Draw one dotted line under each singular predicate.

(*e*) Draw two dotted lines under each plural predicate.

(*f*) Write the participial phrase in Sentence 10.

_____

(*g*) Write a list of all the infinitives (5).

_____

_____

(*h*) Select all subject pronouns. Write the pronoun in the first column and its predicate in the second column. Write whether singular or plural in the third column (8).

Subject pronouns.	*Predicate.*	*Number.*

(*i*) Write a list of all object pronouns by filling in the blanks (8).

1) The object pronoun *you* is the object of the preposition, *with*.

1) The object pronoun _____ is the object of the _____, _____.

3) The object pronoun _____ is the object of the _____, _____.

3) The object pronoun _____ is the object of the _____, _____.

5) The object pronoun _____ is the object of the _____, _____.

5) The object pronoun _____ is the object of the _____, _____.

8) The object pronoun _____ is the object of the _____, _____.

8) The object pronoun _____ is the object of the _____, _____.

(*j*) Write a list of the possessive pronouns found in the above sentences (3).

_____

(*k*) Write a list of all the participles that are not a part of the predicate (5).

_____

_____

Exercise 125. E. _____.

To teach OR *and* NOR *connecting phrases.*

Phrases connected by *and* or *or* are the new construction in this exercise. Carefully drill upon all reviews as directed in the previous exercise.

Date_____, 191__.

1. Troops were sent by land and by sea to prevent the enemy from invading our country or attacking our cities. 2. The package will doubtless be brought to you or to me to-day or to-morrow. 3. After so much hurry and bustle she should be glad to sit quietly on a chair or lie down and rest for a while. 4. We shall soon begin to write our compositions or study spelling. 5. You ought to know the poem and be able to recite it. 6. They have tried coaxing him and threatening him without avail. 7. He came to see me and ask a favor. 8. She has had no opportunity to go to school and obtain a sound and thorough education. 9. The ship, with passengers and crew, has been lost. 10. To eat or to be eaten is the problem of life for fish and for frogs. 11. Indians obtained their living chiefly by hunting and by fishing.

(*a*) Draw one straight line under each compound phrase and two straight lines under the connective which connect two phrases.

(*b*) Place parentheses around all adjectives or adverbs connected by connectives and draw two straight lines under each connective connecting them.

(*c*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*d*) Draw one wavy line under each participle not used as a part of the predicate.

(*e*) Draw two wavy lines under each infinitive.

(*f*) Write all the possessive pronouns found in the above sentences (4).

_____

_____

(*g*) Write a list of all the object pronouns used above (5).

_____

_____

(*h*) Write a list of all the subject pronouns used above (6).

_____

_____

(*i*) Write a list of all prepositions used above (16).

_____

_____

_____

_____

_____

_____

Exercise 126. E.

To teach the compound sentence; review of connectives.

Explain that some sentences have what at first looks like two or more sentences combined in one. Use the term "clause." Two or more clauses are connected by connectives, thus forming one sentence. It may add clearness for the teacher to diagram a few of the compound sentences of this exercise, but do not require the pupils to diagram them. Be very careful to keep up a review, especially of connectives, principal parts of verbs, number and time form of verbs, and subject and object forms of pronouns.

After having gone over the sentences of this exercise and having shown what clauses have been connected, and the connectives used, the teacher should explain that the subject and predicate in each clause must agree in number just as subjects and predicates must agree in simple sentences. Call for the subject and predicate of each clause and ask for the number of each.

Complex sentences will be treated in this Course of Study as compound sentences. Since no errors arise as a result of ignorance concerning dependent and independent clauses we shall not mention those terms to pupils. We shall accordingly treat what was formerly taught under the three heads of Subordinate Conjunctions, Coordinate Conjunctions and Conjunctive Adverbs under the one head of connectives.

Date: _____, 191—.

1. I had a good and comfortable home, and the people were kind to me. 2. They have been trying to help us, but they have not succeeded in their efforts. 3. Bees make wax rooms of beautiful form, and they feed their little ones with great wisdom and care. 4. Give me liberty, or give me death! 5. You may look at the butterfly, but you must not touch it. 6. He has not been seen by us or any one, nor has he sent any explanation of his strange disappearance. 7. She did not see you or me, nor did she ask for us. 8. Lincoln was assassinated, but his name and memory will ever live in the hearts of our people. 9. He has won the reputation for wit, but he is not very wise in some matters. 10. He has not been successful, nor has he tried to accomplish much.

a. Place parentheses around each clause and draw two straight lines under the connectives that connect them.

b. Draw one straight line under each connective that connects adjectives or adverbs.

c. Draw three straight lines under each connective that connects compound objects of prepositions.

d. Draw one wavy line under each connective that connects compound object complements.

e. Draw two wavy lines under each connective that connects compound subjects.

f. Draw one dotted line under each singular predicate in each clause.

g. Draw two dotted lines under each plural predicate in each clause.

h. Write a list of all the subject pronouns used in the above sentences (146).

(*i*) Write a list of all object pronouns used in the above sentences (9).

(*j*) Write a list of all possessive pronouns used in the above sentences (4).

(*k*) In Sentence 1, *kind* is an _____ _____ complement because it follows the verb _____.

(*l*) In Sentence 9, *wise* is an _____ complement because it follows the verb _____.

(*m*) In Sentence 11, *successful* is an _____ _____ complement because it follows the verb _____.

(*n*) What is the subject in Sentence 1? _____.

(*o*) In Sentence 2, *not* modifies the _____. Therefore *not* is an _____.

(*p*) Write a list of the infinitives (2).

(*q*) In Sentence 2, *to help us* is an _____, introduced by the infinitive, _____, and having for its object the _____.

Exercise 127. E _____.

To teach connectives both-and, either-or, neither-nor, whether-or, not only-but also.

Precede the lesson by an explanation that not only have we single words, *and*, *or*, *nor*, and *but*, but also we have two words acting as connectives. Write the list above upon the board and encourage the pupils to find them in sentences, and the parts which they connect. Do not teach the term correlative nor any classification of connectives. No error is current by reason of ignorance of these classifications.

Date _____, 191 —.

1. Both you and he have had opportunities to travel, and to see strange places and scenes. 2. John and Mary's mother will either take them into the country or send them upon a sea voyage for their next vacation. 3. Not only has he been chosen captain of the best baseball nine in the town, but also he is the most studious pupil in school. 4. You neither help yourself nor will you permit me to help you. 5. They have not yet decided whether to send you or to send me. 6. Whether riding upon a horse or rowing in a boat, John was always the most skilful among the boys. 7. Either we must go back by the other road or we must swim the river. 8. Not only did he wish to do the right thing, but also he wished to do it at the right time.

(*a*) Draw a circle around each word that is a part of a two-word connective and connect the two circles by a straight line.

(*b*) Place parentheses around each clause and draw two straight lines under the connective that connects them.

(*c*) Write a list of all subject pronouns used in the above sentences (11).

(*d*) Write a list of all object pronouns used in the above sentences (7).

(*e*) Write a list of all possessive pronouns used in the above sentences (1).

(*f*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*g*) Compare all adjectives in the above sentences that may be compared (4).

Positive.	*Comparative.*	*Superlative.*

(*h*) In Sentence 2, *Mary's* is a _____ noun and is in the _____ number.

(*i*) In Sentence 3, *pupil* is an _____ complement because it follows the verb _____.

(*j*) Write a list of all the infinitives (7).

(*k*) Draw one straight line under each connective in the following list of words: and, an, or, a, the, behind, nor, through, many, but, some, both-and, this, over, across, either-or, any, these, whether-or, beyond, few, neither-nor, those, among, several, fifty, not only-but also, all, that near, under.

(*l*) Draw two straight lines under each preposition found in the list of words in (*k*) above.

(*m*) Draw one wavy line under each adjective that "points out" in the list of words in (*k*) above.

(*n*) Draw two wavy lines under each adjective that tells "how many" in the list of words in (*k*) above.

Exercise 128. E. _____.

To teach the connectives and, but, or, either-or, neither-nor, both-and, not only-but also, and whether-or.

Using the first sentence for illustration, show that each of the two clauses contains a subject and a predicate, but that the phrases (prepositional and infinitive) contain no predicate. Require the pupils in the other sentences to make this distinction. Teach also the distinction between a simple sentence (a sentence which contains only one clause) and a compound sentence (one which has at least two clauses connected by a connective); illustrate by the sentences of this exercise.

Explain to pupils by using Sentence 5 as an illustration that subjects connected by these connectives form compound subjects which require the plural form of the verb in the predicate.

Date_____, 191—.

1. I opened the gate, and the cattle and horses went at once to the trough to drink water. 2. Columbus sought to discover a new and easier route to India, but he found America. 3. Either we must irrigate and cultivate this garden or we can expect neither vegetables nor berries. 4. I do not know whether to go or to stay. 5. Both food and clothing were bought for their long journey across the snow and ice of Alaska. 6. Mary and John's teacher has not only taught them to read and to write but she has also been giving them lessons in music and in drawing. 7. You may either play ball in the vacant lot or you may play tennis upon the lawn. 8. Eating candy and drinking soda water are refreshing for the time, but children sometimes indulge themselves too freely.

(*a*) Place parentheses around each clause and draw two straight lines under the connectives that connect them.

(*b*) Draw one straight line under each of the compound subjects and draw two straight lines under the connective which connects them.

(*c*) Draw one straight line under each compound complement and draw two straight lines under the connective used to connect them.

(*d*) Draw one straight line under each compound predicate and draw two straight lines under each connective that connects them.

(*e*) Draw a circle around each word that is a part of a two-word connective.

(*f*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*g*) Draw a line through, or cross out, each phrase.

(*h*) Draw one straight line under each compound modifier and two straight lines under the connective that connects them.

(*i*) Write a list of all subject pronouns used in the above sentences (8).

_____

_____

(*j*) Write a list of all object pronouns used in the above sentences (2).

_____

(*k*) Write a list of all the infinitives (6)

(*l*) Write a list of all participles that are not a part of the predicate (2)

(*m*) Write a list of all adverbs used (3)

(*n*) In Sentence 5, the predicate, ——, is —— because a compound subject connected by *both-and* must have a —— predicate.

(*o*) In Sentence 6, the predicate, ——, is —— in number because the subject, ——, is ——.

(*p*) In Sentence 6, *John's* is a —— noun and is in the —— number.

(*q*) In Sentence 8, *refreshing* is an —— complement because it follows the verb ——.

Exercise 129.

To teach the connectives WHEN *and* WHILE.

Since we have found it unprofitable to teach clauses as modifiers it is evident that to teach the conjunctive adverbs as such is clearly a waste of time. They will be treated as words connecting two clauses, and are to be taught as connectives. The work of a connective is "to join" two or more elements, and since the words formerly classified as conjunctive adverbs serve this purpose we shall teach them as connectives. No errors are due to a lack of knowledge of the old classification. Do not mention the term "Conjunctive Adverb" to pupils.

Date ——, 191—.

1. You and she may come when John's carriage comes. 2. You and I must go in when it grows chilly and dark. 3. The work will be done when the sun sets. 4. It began to rain while we were without shelter or protection. 5. Both the wheat and the oats will be cut when the harvest time comes. 6. Neither he nor I will stay while you are away. 7. We finally found a path that led over the mountain. 8. We shall look for shells and seaweed when the tide goes out farther. 9. When she saw her mistake she was confused. 10. When you are quite ready give the signal. 11. When I have finished reading this book I would like to talk with you. 12. We must drive faster or we shall miss the train that takes us to the city.

(*a*) Place parentheses around each clause and draw two straight lines under the connective that connects them.

b Draw one straight line under all single words connected by connectives, and draw two straight lines under the connective which does the connecting.

c Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all the clauses.

(*d*) Write a list of all the predicates (25), and underline the past participle of the verb if the past participle is a part of the predicate.

(*e*) What helpers are used with the past participle in the predicates you have copied in (*d*)?

_____ and _____.

(*g*) Write the time expressed by each of the following verbs.

(1) *May come* expresses action in the _____ time.

(2) *Must go* expresses action in the _____ time.

(2) *Grows* expresses action in the _____ time.

(3) *Will be done* expresses action in the _____ time.

(4) *Began* expresses action in the _____ time.

(4) *Were* is in the _____ time.

(6) *Will stay* expresses action in the _____ time.

(7) *Found* expresses action in the _____ time.

(8) *Shall look* expresses action in the _____ time.

(11) *Have finished* expresses action in the _____ time.

(11) *Would like* expresses action in the _____ time.

(12) *Must drive* expresses action in the _____ time.

(*h*) Write a list of all the adverbs (6).

(*i*) In Sentence 10, what is the subject of *are*? _____.

(*j*) In Sentence 10, *ready* is an _____ complement because it follows the verb _____.

(*k*) Write a list of all the subject pronouns used in the above sentences (19).

(*l*) Write a list of all object pronouns used in the above sentences (2).

Exercise 130. E. _____.

Date_____, 191__.

To teach the connectives IF, WHERE, *and* AS.

1. If you want me, call me. 2. I shall wait for her if she wants to go with me. 3. To ask him when he is busy is useless. 4. You will find your hat where you left it while you were playing with us. 5. By sending him we shall be sure of a prompt delivery of our message to them, if he is not detained. 6. I put my broom where I found it. 7. We had hoped to escape the drenching rain while we were waiting for a car. 8. You may begin to read where James left off. 9. Where the water is deep the fish are likely to be hidden. 10. I did as you directed me. 11. They built their new house where the old one originally stood. 12. You must not only work your examples correctly, but also write neatly.

a Place parentheses around each clause and draw two straight lines under the connective that connects them.

b Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

c Tell the kind of pronoun each of the following is by filling in the blanks:

(1) *Me* is an _____ pronoun because it is the object of the verb call.

(2) *Her* is an _____ pronoun because it is the object of the preposition for.

2) *She* is a _____ pronoun because it is the _____.

(3) *Him* is an _____ pronoun because it is the _____ _____ _____

wormeaten. 8. The orchard can not be plowed yet because no rain has fallen. 9. The Eskimos live where it is exceedingly cold in winter. 10. If you worked as he does, more work would be accomplished. 11. They have neither found him, nor has the slightest hint to the cause of his sudden disappearance yet been discovered.

(*a*) Place parentheses around each clause and draw two straight lines under each connective that connects them.

(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

(*c*) Draw one wavy line under each attribute complement.

(*d*) Draw two wavy lines under each object complement.

(*e*) Write a list of all the adverbs (4).

_____

_____

(*f*) Write all the predicates that contain the past participle (7).

_____

_____

(*g*) What helpers are used with the past participles in the predicates you have written in (*f*)? _____, _____, _____, _____ and _____.

Exercise 132. E. _____.

Date _____, 191—.

To teach the connectives SO-THAT, *and* SO.

1. He made the short but dangerous trip because it was necessary. 2. Because the river was swift, John's mother would not permit him to swim in it. 3. The Chinese built the high wall so that they might keep out their enemies. 4. I will call you when breakfast is ready. 5. Do not go now because you might be lost in the woods. 6. The rabbit hid in the brush fence so that he could not be found. 7. Men may come and men may go, but the river flows on forever. 8. The fox ran over the hill, and dodging the dogs, returned to his old hiding place by the river. 9. We did not want to go farther because we were so tired. 10. Horses have tails so they may brush away flies and other annoying insects.

(*a*) Place parentheses around each clause and draw two straight lines under the connective that connects them.

(*b*) Draw one straight line under each single word that is connected to some other word by a connective, and draw two straight lines under the connective that does the connecting.

(*c*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

d) Draw one wavy line under each attribute complement.

e) Draw two wavy lines under each object complement.

f) Write a list of all adjectives that are used as attribute complements. (4)

g) Write a list of the adverbs. (9)

h) Cross out the phrases.

Exercise 133. E

Date 191

To teach the connectives AS-IF, AS SOON AS, *and* FOR.

1. The fox lay in the road as if he were asleep or dead. 2. As soon as he saw the dogs coming, he jumped up and ran into the brush. 3. While the sun shines, we must hurry with our work because the time will come when no man can work. 4. As soon as you have time carry the wood in. 5. I will do it now, for I will be busier later. 6. You can fool some of the world for all of the time and all of the world for some of the time, but you can not fool all of the world for all of the time. 7. He looked as if he might be able to lift the moon. 8. You will feel better if you will drink this medicine. 9. Come over as soon as you have finished your work. 10. Wear your overcoat so that you will not catch cold.

a) Place parentheses around each clause and draw two straight lines under the connective that connects them.

b) Draw one straight line under single words that are joined by connectives, and draw two straight lines under the connective that connects them.

c) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

d) Draw one wavy line under each attribute complement.

e) Draw two wavy lines under each adverb.

f) Write a list of the adjectives that are used as attribute complements. (5)

g) Cross out all phrases.

Exercise 134. E. _____

To teach the connectives THAN, BEFORE, *and* UNLESS.

In this exercise will be found instances of clauses introduced which are lacking in an expressed predicate and complement. In each case the teacher should expand the clause to its full meaning. Sentence 1 means "He is older than I (*am old*)"; Sentence 2, "Mary is larger than her brother (*is large*)"; Sentence 3, "These apples are larger than those (*are large*)"; Sentence 9, "He has caught larger fish than she (*has caught*)." These sentences can be made clearer by diagramming. The teacher should diagram them for the class, but pupils should not be called upon for such diagramming. In the diagram be careful to enclose all words that are understood in parentheses.

Date_____, 191—.

1. He is older than I. 2. Mary is taller than her brother. 3. You must brush your hair more carefully before you go to school. 4. I received more help than I had expected. 5. These apples are larger than those. 6. You must be more prompt if you expect to retain your position. 7. They came sooner than we expected. 8. Do not go farther into the water unless you can swim. 9. He has caught larger fish than she. 10. Unless you are more familiar with a gun than you seem, it would be safer for all of us if you would put it down. 11. The boy who can run fastest will receive this medal.

(*a*) Place parentheses around each clause and draw two straight lines under the connective used to connect them.

(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

(*c*) Draw one wavy line under each attribute complement.

(*d*) Draw two wavy lines under each adverb.

(*e*) Write a list of all adjectives used as attribute complements (6).

_____

_____

_____

(*f*) Insert in the following sentences the words that are understood to be present:

(1) He is older than I (_____).

(2) Mary is taller than her brother (_____).

(3) These apples are larger than those (_____).

(9) He has caught larger fish than she _____.

(*g*) In sentence 1, the subject pronoun, *I*, is used because *I* is the _____ of the clause, _____.

(*h*) In Sentence 9, the subject pronoun, *she*, is used because *she* is the _____ of the clause, _____.

(*i*) Select all adjectives that may be compared and give their three forms. Underline in the following columns the form that is found in the sentences (7)

Positive.	*Comparative.*	*Superlative.*

(*j*) Select all adverbs that may be compared and compare them. Underline the form that is found in the sentences (3).

Positive.	*Comparative.*	*Superlative.*

(*k*) In Sentence 8, what is the subject of the first clause? _____.

(*l*) Draw one straight line under each connective in the following list of words: unless, both-and, he, behind, because, they, nor, through, many, but, some, when, us, beyond, we, while, than, this, over, across, either-or, any, them, if, she, these, it, for, whether-or, few, neither-nor, those, where, you, among, several, as, her, fifty, not only-but also, all, before, so that, that, near, under, so, as if, as soon as.

(*m*) Draw two straight lines under each preposition found in the list of words in (*l*) above.

(*n*) Draw one wavy line under each adjective that "points out" in the list of words in (*l*) above.

(*o*) Draw two wavy lines under each adjective in (*l*) that tells "how many."

(*p*) Draw one dotted line under each subject pronoun found in the list of words in (*l*) above.

(*q*) Draw two wavy lines under each object pronoun found in (*l*) above.

Exercise 135.

E. _____.

To teach the relative pronouns WHO, WHOM, WHICH, WHAT *and* THAT.

Explain to pupils that you are going to teach them a new kind of a connective, one that is not only used as a connective but at the same time as a pronoun. Say that these words are called relative pronouns and are *who*, *whom*, *which*, *what* and *that*.

In the previous exercises the connectives used did not hold any place in the clause which was introduced. Relative pronouns are used either as the subject or complement of the clauses which they introduce. Illustrate by means of some of the sentences.

All the relative pronouns, with the exception of *who*, have the same form for both subject and complement. The subject form of *who*, however, is *who*, and the object form is *whom*. Illustrate by means of Sentences 13, 14, 15 and 16.

Date_____, 191—.

Oral. Analyze each clause.

1. The man who is driving the horse is my father. 2. The lady who is crossing the street is my teacher. 3. I thanked the man who helped me. 4. The pupils who have learned their lesson

thoroughly will be permitted to read for a half hour. 5. The boy who broke the window ought to have paid for it. 6. A dog that wags his tail will not bite. 7. This is the house that Jack built. 8. This is the malt that lay in the house that Jack built. 9. These are the rats that ate the malt that lay in the house that Jack built. 10. Do not interrupt a man who is adding a column of figures. 11. It is an ill wind that blows nobody any good. 12. The cat seizing the mouse in its mouth sprang over the fence, but the dog was soon pursuing her again. 13. The river which you see is the Sacramento River. 14. The apples which you have are not ripe. 15. The old man of whom you spoke is dead. 16. The girl whom you saw here yesterday is now at school.

(*a*) Place parentheses around each clause and draw one line under the relative pronoun that connects one clause with another.

(*b*) Draw one wavy line under each relative pronoun that is the subject of its clause and two wavy lines under each relative pronoun that is the complement of its clause.

(*c*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

(*d*) Analyze the clauses of Sentence 1. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? _____. Therefore, _____ is the complement.

(*e*) Analyze the clauses of Sentence 16. _____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____ _____? There is no answer. Therefore, there is _____ _____.

_____ tells what is done. Therefore, _____ is the predicate. _____ _____? _____. Therefore, _____ is the subject. _____ _____? _____. Therefore, _____ is the complement.

(*f*) What time is expressed by *lay* in Sentence 8? _____. What is the present form of *lay*? _____.

(*g*) Write the letter *S* under each subject.

(*h*) Write the letters *O C* under each object complement.

(*i*) Write the letters *A C* under each attribute complement.

(*j*) Draw two straight lines under each participle which is not a part of the predicate in Sentence 12.

(*k*) Draw three straight lines under each infinitive.

(*l*) Cross out all phrases.

(*m*) Draw one straight line under each relative pronoun found in the following list of words: behind, who, both-and, unless, because, which, nor, through, many, but, some, when, whom, beyond, what, while, than, this, over, across, either-or, any, that, if, these, for, whether-or, few, neither-nor, those, where, among, several, as, fifty, not only-but also, all, before, so that, near, that, under, so, as if, as soon as.

(*n*) Draw two straight lines under each preposition found in (*m*) above.

(*o*) Draw one wavy line under each connective found in (*m*).

(*p*) Draw two wavy lines under each adjective in (*m*).

Exercise 136. E. _____

To teach the term antecedent.

Make it perfectly clear that the "antecedent" is the noun which precedes the relative pronoun, and *not* the relative pronoun itself. Require the pronouns *who*, *whom*, *which*, *what*, and *that* to be memorized. Develop the language form as follows:

"*Who* stands for the noun, *man*. Therefore, *who* is a relative pronoun and its antecedent is *man*."

Date _____, 191_

Oral. Analyze each clause.

1. The young and active boy who is playing ball is my brother. 2. John and Henry, who are visiting us during their vacation, hunt or fish nearly every day. 3. They found her playing by the creek which flows behind the barn and chicken house. 4. The fishermen asked him to buy the fish which they had caught in the lake and creek. 5. The tramp obtained not only food, but also some old shoes, which he put on. 6. The ring which her father gave her is either too small for her finger or her finger is too large for the ring. 7. You should be careful in picking roses from bushes that have thorns. 8. He wanted either him or me to come to the meeting which had been called. 9. He ought to have been more prompt in attending to business which was both important and pressing. 10. The soldier whom we met has fought in many battles, and has won many medals for bravery.

(*a*) Place each clause in parentheses and draw one line under the connective if it is a relative pronoun, and two lines under other connectives.

(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate of all clauses.

(*c*) Draw one wavy line under each attribute complement.

(*d*) Draw two wavy lines under each object complement.

(*e*) Draw a circle around each relative pronoun and another circle around its antecedent.

(*f*) Write the letter *S* under each relative pronoun that is used as the subject of its clause and the letter *O* under each relative pronoun that is the object of its clause.

(*g*) Draw three straight lines under each connective not yet underlined.

(*h*) Select the relative pronouns and give their language forms by filling in the following blanks:

(1) *Who* stands for the noun, *boy*. Therefore, *who* is a relative pronoun and its antecedent is *boy*.

(2) _____ stands for the nouns, _____ and _____. Therefore, _____ is a relative pronoun and its antecedents are _____ and _____.

(3) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(4) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(5) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(6) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(7) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(8) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(9) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(10) _____ stands for the noun, _____. Therefore, _____ is a relative pronoun and its antecedent is _____.

(*i*) In Sentence 1, the predicate of *who* is _____ and is _____ in number because the antecedent, _____, is _____.

(*j*) In Sentence 2, the predicate of *who* is _____ and is _____ in number because the antecedent, _____ and _____, is a compound antecedent and must have a _____ verb.

(*k*) In Sentence 3, the predicate of *which* is _____ and is _____ in number because the antecedent, _____, is _____.

(*l*) In Sentence 7, the predicate of *that* is _____ and is _____ in number because the antecedent, _____, is _____.

Exercise 137. E. _____.

To review simple and compound sentences.

Drill especially upon the essentials: that a simple sentence has but one clause, that a compound sentence has at least two clauses connected by a connective. Drill in review upon the lists of the relative pronouns and connectives.

Oral—Analyze each clause. Drill on the connectives used, the number and time form of verbs, subject and object forms of pronouns, attribute complements, infinitives, participles and prepositions.

Date_____, 191__.

1. The cow jumped over the moon,

   And the little dog laughed to see such fun,

   And the dish ran away with the spoon.

2. We have tried to find a boy who would do promptly that which he was told to do.

3. Old Mother Hubbard went to the cupboard

   To get her poor dog a bone;

   But when she got there, the cupboard was bare;

   And so the poor dog had none.

4. Jack and Jill went up the hill

   To get a pail of water.

5. Jack fell down and broke his crown,

   And Jill came tumbling after.

6. There was an old woman who lived in a shoe.

7. Little Miss Muffet sat on a tuffet

   Eating her curds and whey.

8. Along came a spider,

   And sat down beside her,

   And frightened Miss Muffet away.

(*a*) Place parentheses around each clause and draw two straight lines under the connectives.
(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.
(*c*) Draw one wavy line under each infinitive.
(*d*) Draw two wavy lines under each participle not used as a part of the predicate.
(*e*) Select all verbs and give their principal parts (20).

Present form.	*Past form*	*Past participle.*

Present form.	*Past form.*	*Past participle*

(*f*) Draw one straight line under each phrase.

(*g*) Write a list of the adverbs (9).

Exercise 138. E. ———————————.

To teach the noun clause.

Explain to pupils that we sometimes have sentences which contain more than one clause and that there is no connective which connects them. These clauses are called "Noun clauses" because, like a noun, they are used either as the subject or the complement of the other clause. Require an analysis of each sentence containing a noun clause. After the noun clause has been found, analyze it also.

Date———————————, 191—.

1. John said, "I will go to the city." 2. "I will go to the city," said John. 3. I think it will soon rain. 4. We expect he will meet us at the station. 5. We saw night was fast approaching. 6. "Walk into my parlor," said the spider to the fly. 7. The house which we just passed is owned by my father. 8. Said the pieman to Simple Simon, "Show me first your penny." 9. Come back as soon as you can. 10. I thought you would go. 11. We asked him to help us, but he refused.

(*a*) Place parentheses around each noun clause.

(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*c*) Draw one straight line under each noun clause used as the subject.

(*d*) Draw two straight lines under each noun clause used as the complement.

(*e*) Draw one wavy line under each of the connectives.

(*f*) Draw two wavy lines under each phrase.

(*g*) Write the two clauses of Sentence 7.

_____

_____

(*h*) In Sentence 7, _____ is the antecedent of *which*. *Which* is a _____ pronoun and is the _____ of its clause.

(*i*) _____ is the connective in Sentence 9. It connects the clause, "_____," with the clause, "_____."

(*j*) In Sentence 11, _____ is the connective. It connects the clause, "_____," with the clause, "_____."

(*k*) Write a list of the adverbs (2).

_____

(*l*) Write a list of the helpers used in the above predicates (7).

_____

_____

_____

Exercise 139. E. _____.

To teach the noun clause introduced by the introductory word THAT.

Make clear that this word is not a relative pronoun because it has no antecedent. Analyze each sentence orally.

Date_____, 191—.

1. I know that you will come. 2. I dreamed that I dwelt in marble halls. 3. She said that she would like to come. 4. That the world is round has been proved. 5. "Do not give up the ship," said Perry. 6. The tired soldier slept while he rode his horse along the road. 7. Mother did not expect that we should return so soon as we did. 8. I did not know that the man whom we met was your brother. 9. That we must breathe fresh air is very necessary. 10. How they succeeded in climbing the steep rocks is a mystery.

(*a*) Place parentheses around each clause and draw two straight lines under the connective.

(*b*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*c*) Draw one straight line under each noun clause used as the subject.

(*d*) Draw two wavy lines under each noun clause that is used as the complement.

(*e*) Draw one wavy line under each phrase.

(*f*) Write a list of all helpers used in the predicates of the above sentences (9).

(*g*) In Sentence 8, *whom* is a _____ _____ and is the _____ of the verb, *met*.

(*h*) In Sentence 8, *brother* is an _____ complement because it follows the verb, _____.

(*i*) In Sentence 11, *mystery* is an _____ complement because it follows the verb, _____.

Exercise 140. E_____.

To review the noun clause in connection with other clauses.

Oral—Analyze each sentence and then analyze each clause within the sentence. Ask for all connectives used and require pupils to tell the parts that are connected by them. Expand the second clause in Sentence 8 to "Will is active."

Date_____, 191—.

1. Columbus never knew that he had discovered a new continent. 2. He thought he was right, but he was not quite sure. 3. I have learned my spelling and my geography, but I forgot that I must work ten examples in arithmetic. 4. Hearing that the bridge over the river was not safe we took another road to the city. 5. Knowing that you expected us we came although it rained. 6. I came home early, fearing that you might be left alone. 7. Try to throw the ball as I do. 8. He is more active than Will. 9. That it would rain was a condition which we had not anticipated. 10. John spends more money than he earns.

(*a*) Place parentheses around each clause and draw two straight lines under each connective.

(*b*) Draw one wavy line under each noun clause used as the subject and two wavy lines under each noun clause used as the complement.

(*c*) Draw one straight line under each attribute complement.

(*d*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*e*) Draw three straight lines under each phrase.

(*f*) Write a list of all the helpers used in the above predicates (6).

Exercise 141. E. _____

A general review of sentences.

Analyze each sentence orally and call for those things indicated in the written work.

Date _____, 191__.

1. "I will go to the captain," said the sailor. 2. That you can not do the trick is evident. 3. She said that she would like to come. 4. The world will not anxiously inquire who you are. 5. We heard that he had gone to the country. 6. His first thought was to see that others were happy. 7. She never forgets to fill my seed cup and my glass of water. 8. I pretend that I am in the woods. 9. I was a wretched little bird when Helen's mother bought me. 10. He swung the boxes back and forth until I was sick and dizzy. 11. Soon, if the weather is still pleasant, we shall hear him. 12. When the robin's great feast is over, he leaves us for the repast which is awaiting him in the South. 13. There was once a boy whose eyes were so true, and whose hand was so steady, that he became a very good marksman.

(*a*) Place each clause in parentheses and draw three straight lines under each connective.

b Draw one straight line under each noun clause used as the subject and two straight lines under each noun clause used as the complement.

(*c*) Draw one dotted line under each attribute complement.

(*d*) Draw two dotted lines under each infinitive.

(*e*) Draw one wavy line under each adverb.

(*f*) Draw two wavy lines under each adjective, omitting *the*.

(*g*) In Sentence 4, *who* is the complement of the verb, _____. We use *who* here because *who* is the form to be used after the verb _____. After any other verb it should be _____ if used as a complement.

(*h*) In Sentence 9, *Helen's* is a _____ noun showing ownership of _____. *Helen's* is in the _____ number.

(*i*) Write a list of the attribute complements that are nouns (3).

(*j*) Write a list of the attribute complements that are adjectives (7).

(*k*) Write a list of the subject pronouns used in the above sentences (16).

(*l*) Write a list of the object pronouns used in the above sentences (3).

(*m*) Write a list of the possessive pronouns used above (5).

_____

_____

Exercise 142. E. _____.

A general review of sentences.

Follow the directions of the previous exercise.

Date_____, 191—.

1. From morning till night she flew over fields and woods, getting worms, and bugs, and seeds for her babies. 2. He realizes that he has been fooled, and steals off through the forest. 3. When the dogs are on their tracks, deer follow certain well-known paths leading to the nearest water. 4. The savage Indians still live in wigwams made of bark or brush and skins. 5. Here in the spring, in the broad Susquehanna, are caught great hauls of shad and herring. 6. Before the Civil War, negroes who were engaged in laying and drawing long seines, used to sing their weird songs while at their work. 7. The air, the earth, and the water teem with plant life. 8. Four gray walls and four gray towers overlook a space of flowers. 9. That we are never too old to learn is a true saying. 10. He often wished that the wind might rave. 11. He whose house is made of glass must not throw stones at another. 12. When school commenced, Henry was in his seat. 13. No nation can be destroyed while it possesses a good home life.

(*a*) Place parentheses around each clause and draw three straight lines under each connective.

(*b*) Draw one straight line under each infinitive.

(*c*) Draw two straight lines under each adverb.

(*d*) Draw one wavy line under each participle not a part of the predicate.

(*e*) Draw two wavy lines under each adjective, omitting *the*.

(*f*) In Sentence 1, _____ and _____ is the compound object of the preposition, *over*.

(*g*) In Sentence 1, _____ and _____ and _____ is the compound object of the participle, *getting*.

(*h*) In Sentence 2, _____ is the subject of the predicate, *steals*.

(*i*) In Sentence 4, _____ or _____ and _____ is the compound object of the preposition, *of*.

(*j*) In Sentence 5, _____ and _____ is the compound object of the preposition *of*.

(*k*) In Sentence 6, _____ and _____ is the compound object of the preposition, *in*. *Seines* is the object of the participles, _____ and _____.

(*l*) In Sentence 6, _____ is the subject of the predicate, *used*.

(*m*) In Sentence 7, _____ _____, _____ and _____ is the compound subject of the predicate, *leave*.

(*n*) In Sentence 8, _____ _____ and _____ is the compound subject of the predicate, *overlook*.

(*o*) In Sentence 9, _____ _____ and _____ are attribute complements.

(*p*) In Sentence 11, *whose* is a _____ pronoun.

(*q*) In Sentence 13, _____ _____ is an attribute complement, because it follows _____ _____.

(*r*) A compound subject always requires a predicate in the _____ number, except those singular subjects connected by _____.

(*s*) In a compound predicate both verbs must agree in number with their _____.

(*t*) If pronouns are used as members of a compound object both pronouns must be _____ pronouns. _____ pronouns can not be used as objects of prepositions, verbs, infinitives or participles.

Exercise 143. E. _____.

General review, especially of infinitives, participles, phrases and pronouns.

Analyze each sentence orally. Review all constructions found in each sentence.

Date_____, 191__.

1. I would do anything for him or her. 2. The children came to see them and us. 3. By urging him against his will, you will accomplish nothing. 4. They and I went with Mary to visit her friend. 5. We should have helped you with your work. 6. Having prevented me from doing my work, the baby was now happy to be the sole object of my attention. 7. The men in the boat were observed to be hoisting a sail to prevent themselves from being carried out to sea. 8. We should have been working our examples. 9. To be caught in a trap so easily was a surprise to the foolish young fox. 10. Being injured the man was unable to send for help. 11. Having been nominated for the office, the candidate made every effort to be elected. 12. She asked to be given another opportunity. 13. The bird was pluming its feathers while it sat upon a limb of the tree. 14. I have learned nothing concerning their accident. 15. The explorers of the ancient ruins dug through old walls, finding many curious ornaments besides jewels and old coins. 16. Excepting a few accidents the expedition was a success. 17. He fell off his horse without hurting himself in the least. 18. The river steamer ran against a mud bank. 19. We found many flowers along the roadside. 20. Around the house ran a low hedge.

a. Draw one straight line under each infinitive and one straight line under each infinitive phrase.

(*b*) Draw two straight lines under each participle which is not a part of the predicate and two straight lines under each participial phrase.

(*c*) Draw three straight lines under each prepositional phrase.

(*d*) Draw one dotted line under each singular predicate and two dotted lines under each plural predicate.

(*e*) Draw one wavy line under each subject pronoun and two wavy lines under each object pronoun.

(*f*) Draw three dotted lines under each attribute complement.

(*g*) Cross out each adjective, omitting *the*.

(*h*) In Sentence 1, *him* and *her* are _____ pronouns because they are the objects of the preposition, _____.

(*i*) In Sentence 2, *them* and *us* are _____ pronouns because they are the _____ of the participle, _____.

(*j*) In Sentence 4, *they* and *I* are _____ _____ pronouns because they are the _____ of the verb, *went*.

(*k*) In Sentence 4, her is a _____ pronoun because it shows ownership of _____.

(*l*) In Sentence 6, *me* is an _____ pronoun because it is the _____ of *having presented*.

(*m*) In Sentence 8, *we* is a _____ pronoun because it is the _____ of the verb, _____.

(*n*) In Sentence 12, *she* is a _____ pronoun because it is the _____ of the verb, _____.

(*o*) In Sentence 14, *their* is a _____ pronoun because it shows ownership of _____.

(*p*) In Sentence 6, *object* is an _____ complement because it follows the present *infinitive* of the verb, _____, and not the verb itself.

(*q*) In Sentence 9, *easily* modifies the infinitive, _____ _____ by telling _____. Therefore, *easily* is an _____. *So* modifies the adverb, _____. Therefore, *so* is an _____.

(*r*) In Sentence 13 place parentheses around the clauses and cross out the connective.

(*s*) Write a list of the helpers used in the predicate (7).

_____

_____

_____

Exercise 144. E. _____.

Date _____, 191—.

Review Test.

1. Two or more subjects joined by connectives form a _____ subject.
2. Two or more predicates joined by connectives form a _____ predicate.
3. Two or more complements joined by connectives form a _____ complement.

4. All compound subjects joined by connectives require a verb in the _____ number, except those singular subjects connected by _____. Singular subjects connected by *or* require a _____ predicate.

5. If pronouns are used as a compound object complement both pronouns must be _____ pronouns.

6. Two or more clauses may be joined by _____ to form a _____ sentence.

7. Clauses may also be joined by _____ pronouns. When a relative pronoun joins two clauses the relative pronoun is used either in the _____ place or in the _____ place of one of the clauses.

8. The relative pronouns are _____, _____, _____, _____ and _____. Of these, _____ is the only one that can not be the subject of its clause.

9. The relative pronoun *who* can be used only as the _____ of its clause. _____ must be used in its place if it is the _____ of the clause.

10. A relative pronoun must always have an _____ in the first clause for which the relative pronoun stands.

11. Only _____ clauses can be introduced without a connective.

12. If the relative pronoun is the subject of its clause the predicate must agree in number with the _____ of the relative pronoun.

13. If a clause is introduced by the connective *than* which has a pronoun as its subject the pronoun must always be a _____ pronoun. In the sentence "He is older than I," *I* is the subject of _____.

14. Draw one straight line under each of the following words that is a connective: yesterday, and, he, is, or, but, among, beyond, nor, both-and, behind, any, either-or, many, several, neither-nor, few, these, not only-but also, that, an, than, then, is, if, so that, we, as soon as, him, because, where, the, while, when, a, before, unless, after.

Exercise 145.

E. _____.

Date_____, 191__.

General review.

1. Having played on the way, Frank reached school after the bell had been rung. 2. The children's friends had a merry time playing in the garden as long as the weather was pleasant. 3. Frank's younger brother does not play football so well as he did when he went to high school. 4. The boys who laughed at the old woman were neither courteous nor kind. 5. The regiment, as soon as its leader had been killed, turned and fled, leaving the wounded to die on the field. 6. That old man not only saved his money, but also tried to prevent others from unnecessary waste. 7. The dogs which had been unchained were barking and growling at the two men entering the big gate. 8. I should be ashamed of getting such a low mark as that. 9. You should not waste your money so foolishly. 10. The children who had been at the head in spelling worked

hard in order that they might stay there during the term. 11. To whom are you speaking? 12. I have not cared to go on the water since my friend's mother and sister were drowned.

(*a*) Draw one straight line under each singular predicate and two straight lines under each plural predicate.

(*b*) Draw three straight lines under each connective used in the above sentences.

(*c*) Draw one dotted line under each participle that is not a part of the predicate.

(*d*) Draw two dotted lines under each infinitive.

(*e*) Draw three dotted lines under each possessive noun.

(*f*) Draw one wavy line under each attribute complement.

(*g*) Draw two wavy lines under each object complement.

(*h*) Draw three wavy lines under each adverb.

(*i*) Place parentheses around each clause in Sentences 1, 2, 3, 6, 7, and 12.

(*j*) Write the two clauses of sentence 4.

(*k*) Write the three clauses of Sentence 10.

(*l*) Write a list of all the helpers used in the above predicates (13).

(*m*) Select all possessive nouns from the above sentences and write them in both numbers (3).

	Singular possessive.	*Plural possessive.*
2.		
3.		
12.		

(*n*) In Sentence 4, *who* is a _____ and is the _____ of its clause.

(*o*) In Sentence 7, *which* is a _____ and is the _____ of its clause.

(*p*) In Sentence 10, *who* is a _____ and is the _____ of its clause.

(*q*) In Sentence 11, *whom* is a _____ and is the _____.

(*r*) Write a list of all adjectives that are used as attribute complements (3).

Exercise 146. E. _____.

Date_____, 191—

General review.

1. Mary's mother and father waited at the station until the train had disappeared around the curve. 2. Joe and Tom are going to the circus, but their brother was naughty and has to stay at home. 3. Before the graduating class selected their pin they held a meeting and discussed several designs. 4. We shall spend a day in the country next week if your mother will give her permission. 5. The boys and girls were laughing and talking at the door. 6. That he had been here since you left is true, but to keep him until you came was impossible. 7. He bought not only apples, but also peaches. 8. Whom shall we follow since our leader failed? 9. In order that he might help our country, Lafayette left France and came to America. 10. As long as the river is rising the flood can not be stopped. 11. The boy who perseveres will surely succeed. 12. The ring which was lost has been claimed by the owner. 13. As the train approached the signal was given to close the gates. 14. I think that you arrived immediately after he left home.

a Place parentheses around each clause in all of the above sentences except 11 and 12. Draw three straight lines under the connectives which join them.

b Draw one straight line under each singular predicate and two straight lines under each plural predicate.

c Draw one wavy line under each infinitive.

d Draw one dotted line under each attribute complement and two dotted lines under each object complement.

e Draw two wavy lines under each object of an infinitive.

f Write the two clauses of Sentence 11.

_____

_____

_____

g Write the two clauses of Sentence 12.

_____

_____

_____

h Write a list of all the helpers used in the predicates (14).

_____

_____

_____

i Write a list of all the adjectives that are used as attribute complements (3).

_____

_____

(*j*) Write a list of all the subject pronouns used (11).

(*k*) Write a list of all the object pronouns used (1).

(*l*) Write a list of all the possessive pronouns used (6).

(*m*) In Sentence 2, the predicate, _____ _____, is in the _____ number because the subject, _____ and _____, is a _____ subject connected by _____.

(*n*) In Sentence 5 the predicate, _____ _____, is in the _____ number, because the subject, _____ and _____, is a _____ subject connected by _____.

(*o*) Write the two clauses of Sentence 8.

(*p*) In Sentence 8, *whom* is a _____ _____ and is the _____ of its clause.

(*q*) In Sentence 11, *who* is a _____ _____ and is the _____ of its clause.

(*r*) In Sentence 12, *which* is a _____ _____ and is the _____ of its clause.

(*s*) In Sentence 11, the predicate of *who* is _____ and is in the _____ number because the antecedent of who is _____ and is in the _____ number.

(*t*) Write a list of all the adverbs used (4).

Exercise 147. E. _____.

General review.

1. She stood at the window pulling down the shade as I passed by. 2. That work will be finished as soon as he can get the necessary materials. 3. The lady passed by before I could remember her name. 4. That book which is lying on the table has not been opened since I placed it there. 5. The customer will have to wait until the grocer has time to attend to him. 6. We

shall not put off our trip unless it rains. 7. If the goods which you intend to send are well packed, no harm can be done to them. 8. Although the harbor is fortified, it is wise to be cautious. 9. If she had been at home, it would have helped to make the matter clear. 10. The people trembled for the safety of the ship. 11. Kindly write this letter immediately in order that it may be ready to be sent away at mail time. 12. The man whom he sent for remained seated until he was called forward. 13. He went skating in the morning, and in the afternoon he took a walk through the park.

(*a*) Place parentheses around each clause in all sentences except 4, 7, and 12. Draw three straight lines under each connective which joins clauses.

(*b*) Draw one straight line under each singular predicate and two straight lines under each plural predicate.

(*c*) Draw one wavy line under each attribute complement and two wavy lines under each object complement.

(*d*) Write the three clauses of Sentence 4.

(*e*) Write the three clauses of Sentence 7.

(*f*) Write the three clauses of Sentence 12.

(*g*) Write a list of the subject pronouns used (15).

(*h*) Write a list of the object pronouns used(3).

(*i*) Write a list of the possessive pronouns used (2).

(*j*) Cross out each prepositional phrase.

(*k*) Write the participles that are not used as a part of the predicate (2).

(*l*) Write the participial phrase in Sentence 1.

(*m*) Write a list of all adverbs used (10).

(*n*) Write a list of all the helpers used in the above predicates (13).

(*o*) In Sentence 4, *which* is a _____ _____ and is the _____ of its clause.

(*p*) Write a list of all infinitives used (5).

(*q*) In Sentence 12, *whom* is a _____ _____ and is the _____ _____ _____ _____.

(*r*) In Sentence 4, _____ _____ is the predicate of *who* and is in the _____ number because the antecedent of *who* is _____ and is _____.

Exercise 148. E. _____.

Date_____, 191__.

General review.

1. The book can be taken from the library either to-day or to-morrow. 2. In the battle neither the general nor his soldiers showed fear. 3. He was not only a great soldier, but also a statesman. 4. He will continue his work as soon as he returns from the country. 5. Remind me of the letter, if I should forget to mail it. 6. Since you come to me as a friend I will help you. 7. The president left before we had a chance to see him. 8. The general, standing to the right, is the one who won the victory. 9. The gentleman whom we admired has been given a better position. 10. The horse that met with an accident is now lame. 11. The cities which he

visited are all in Spain. 12. The general started out to besiege the town, but was stopped in his march. 13. He was not only ambitious, but he also accomplished the things which he undertook.

(*a*) Write the numbers of the above sentences that are compound sentences (10).

(*b*) Write the numbers of the above sentences that are simple sentences (3).

(*c*) Draw three straight lines under each connective.

(*d*) Draw one straight line under each singular predicate and two straight lines under each plural predicate.

(*e*) Draw one wavy line under each attribute complement and two wavy lines under each object complement.

(*f*) Write the two clauses of Sentence 9.

(*g*) Write the two clauses of Sentence 10.

(*h*) Write the three clauses of Sentence 13.

(*i*) Write a list of all the subject pronouns used (12).

(*j*) Write a list of all the object pronouns used (5).

(*k*) Write a list of all the possessive pronouns used (3).

(*l*) Draw one dotted line under each adjective, omitting *the*.

(*m*) Draw two dotted lines under each adverb.

(*n*) Write a list of the helpers used in the above predicates (6).

(*o*) Cross out each prepositional phrase.

(*p*) In Sentence 2 what is the subject? _____ and _____. It is a _____ subject. The connective is _____.

(*q*) What is the compound complement of Sentence 3? _____ and _____. What is the connective used? _____.

(*r*) What is the subject of *remind* in Sentence 5? _____.

(*s*) In Sentence 7, what is the infinitive phrase? _____. We use *him* because it is the _____ _____ _____ _____.

(*t*) In Sentence 8, *who* is a _____ _____ and is the _____ of its clause.

(*u*) In Sentence 9, *whom* is a _____ _____ and is the _____ of its clause.

(*v*) In Sentence 10, *that* is a _____ _____ and is the _____ of its clause.

(*w*) In Sentence 13, *which* is a _____ _____ and is the _____ of its clause.

(*x*) In Sentence 13, *ambitious* is an _____ complement and it modifies the _____, _____.

Exercise 149. E. _____.

Date_____, 191—.

General review.

1. After the fog had cleared the sun came out. 2. The man worked as long as the day lasted. 3. The girl has been ill since she ate too much ice cream. 4. School will not close until the rains make the roads impassable. 5. You may take any book except this one. 6. They were afraid that the moon might fall upon them. 7. We hurried in order that we might reach school in time. 8. Who wrote a composition on coal? 9. I wish that you would do this for me. 10. The firemen came before the house was burned. 11. As soon as the rainy season comes the birds go to the southern lands. 12. I have read a great deal since I have joined the public library. 13. We will go on a picnic Saturday, provided that it does not rain.

(*a*) Place parentheses around each clause and draw three straight lines under the connective that joins them.

(*b*) Draw one straight line under each singular predicate and two straight lines under each plural predicate.

(*c*) Draw one wavy line under each attribute complement and two wavy lines under each object complement.

(*d*) Write a list of the subject pronouns used (11).

_____

_____

_____

(*e*) Write a list of the object pronouns used (2).

_____

(*f*) Draw one dotted line under each adjective, omitting *the*.

(*g*) Cross out each prepositional phrase.

(*h*) Write a list of the predicates which express action in the past time (12).

(*i*) Write a list of the predicates which express action in the present time (9).

(*j*) Write a list of the predicates which express future time (2).

(*k*) Write a list of the helpers used in the above predicates (12).

Exercise 150. E. _____.

Date_____, 191__.

Final Cumulative Review Test.

1. The parts of speech that may be used as complements are _____, _____ and _____.

2. Adjectives modify _____ by telling _____ _____, _____ _____, and by _____.

3. Any word that modifies a subject is an _____.

4. Are verbs modified by adjectives or by adverbs? By _____.

5. Are nouns modified by adjectives or by adverbs? By _____.

6. Compare the following adjectives: sweet, _____, _____; pretty, _____, _____; beautiful, _____, _____.

7. If a pronoun is used as the object of a preposition only an _____ pronoun can be used.

8. Underline the prepositions among the following list of words: me, to, her, at, with, by, us, I, for, she, toward, across, me, ran, in, it, is, into, under, they, over, we, between, study, behind, you, during, through.

9. To change a noun from the singular number to the plural number we usually add _____ or _____ to the _____ noun.

10. Give the number of the following nouns by filling in the blanks: *Children* is the _____ of _____. *Man* is the _____ of _____. *Women*

is the _____ of _____. *Cherry* is the _____ of _____. *Knife* is the _____ of _____. *Calf* is the _____ of _____.

11. Verbs ending in *s* are always _____. Nouns ending in *s* are usually _____.

12. A subject in the singular number must have for a predicate a verb in the _____ number.

13. A subject in the plural number must have for a predicate a verb in the _____ number.

14. We can change a verb from the _____ to the _____ number by adding *s* to the _____ form of the verb.

15. The three principal parts of a verb are the _____ form, the _____ form, and the _____.

16. Give the principal parts of the following verbs: *see*, _____; *go*, _____; *do* _____; *run*, _____; *begin*, _____.

17. We may express present time by using the _____ form of the verb without _____.

18. We may express future time by using the _____ form of the verb with the helpers _____ and _____.

19. We may express past time by using the _____ form of the verb _____; or by using the _____ with the helpers _____ or _____.

20. The helper *have* is used when the subject is in the _____ number and also when the subject is _____ or _____.

21. The helper *has* can be used when the subject is _____, but can not be used with the singular subjects _____ and _____.

22. Draw one line under each of the following verbs that must be used with singular subjects and two lines under those that must be used with plural subjects: blows, ring, blow, ring, has blown, have rung, break, breaks, go, has broken, have gone, goes, falls, have fallen, fall.

23. In expressing future time we use the helper _____ with the subjects *I* and *we*, and we use _____ with all other subjects.

24. The _____ form of the verb is never used with helpers.

25. The _____ participle is never used in the predicate without helpers.

26. Write the time expressed by the following verbs: *Will study* expresses _____ time. *Has studied* expresses _____ time. *Studies* expresses _____ time. *Study* expresses _____ time. *Have studied* expresses _____ time. *Had studied* expresses _____ time.

27. *I*, *he*, *she*, *we* and *they* are _____ pronouns.

28. *Me*, *him*, *her*, *us* and *them* are _____ pronouns.

29. *My*, *mine*, *his*, *hers*, *her*, *their*, *ours*, *yours* and *its* are _____ pronouns.

30. The present forms of the verb *be* are _____.

and _____ _____ _____. The past forms of the verb *be* are _____ _____ and _____ _____. The past participle of *be* is _____ _____.

31. The forms of the verb *be* that are used with singular subjects are _____ _____, _____ _____ _____ and _____ _____. The plural forms are _____ _____ and _____ _____.

32. Attribute complements always follow the verb, _____ _____, but _____ _____ complements never follow the verb, *be*.

33. The three parts of speech that may be used as attribute complements are _____ _____, _____ and _____.

34. Can adverbs ever be used as attribute complements? _____ _____.

35. The pronouns _____ _____, _____ _____, _____ _____, _____ _____ and _____ can be used as subjects and _____ _____ complements, but never as _____ _____ complements.

36. The pronouns _____ _____, _____ _____, _____ _____, _____ _____, _____ and _____ can be used as object complements, but can never be used as _____ or _____ complements.

37. We can not say "I have saw" because *saw* is the _____ form of the verb and the _____ form is never used with a helper. We must use the _____ with *has*, *have* or *had*. Therefore, the sentence should be, "I have _____."

38. We can not say "I seen it" because *seen* is the _____ and the _____ is never used without a helper. We must use the _____ form if no helper is used. Therefore, the sentence should be "I _____ it."

39. The two participles of a verb are the _____ participle and the _____ participle.

40. The present participle is formed by adding _____ to the _____ form of the verb.

41. We can always find the past participle by looking at the _____ _____ of the principal parts of the verb.

42. The present participle is never a part of the predicate unless used with _____.

43. The past participle is never used as a part of the predicate unless used with some form of _____, or with the helpers _____ _____ and _____.

44. We can never use the _____ form of the verb with any helper or with any form of the verb *be*.

45. When the past participle is preceded by the helper *having* is it a part of the predicate? _____.

46. A preposition with its object and modifiers of the object make up a _____ phrase.

47. Can a participle have an object? _____. The participle with its object and modifiers of the object make up a _____ phrase.

48. _____ and _____ may be used as objects of participles. If a pro-

noun is used as the object of a participle it must be an _____ pronoun. A _____ pronoun can never be used as the object of a participle.

49. Are participles modified by adjectives or by adverbs? By _____.

50. Only an _____ pronoun can be used as the object of a verb, object of a preposition, or object of a participle.

51. The infinitive is formed by adding the _____ form of the verb to the sign _____.

52. The infinitive is never a part of the _____.

53. The object of an infinitive is either a _____ or a _____. The infinitive and its object, with the modifiers of the object, make up an _____.

54. If a pronoun is used as the object of an infinitive it must be one of the _____ pronouns. A _____ pronoun can never be used as the object of an infinitive.

55. Are infinitives modified by adjectives or by adverbs? By _____.

56. The three kinds of phrases are _____ phrases, _____ phrases, and _____ phrases.

57. Possessive nouns and possessive pronouns show _____.

58. We form the singular possessive noun by adding _____ to the _____ form of that noun.

59. We form the plural possessive noun by adding _____ to the plural form of that noun if it does not end in _____. When the plural form of the noun ends in *s* we add only the _____.

60. When no subject is expressed in a sentence the subject is _____. We always use a verb in the _____ number with the subject *you*.

61. Draw one line under each singular possessive noun and two lines under each plural possessive noun in the following list: boy's, boys', cow's, children's, child's, sun's, traveler's, baby's, babies', soldiers', captain's, mother's, miners', dragon's, fairies', fairy's, Indians', tribe's, thieves', hero's, heroes'.

62. We form the comparative degree of most adjectives and adverbs by adding _____ to the _____ degree form. We form the superlative degree by adding _____ to the _____ degree form.

63. Write the comparative and superlative degree forms of the following: *good*, _____, _____; *bad*, _____, _____; *well*, _____, _____; *little*, _____, _____; *much*, _____, _____.

64. Compare the following: *studious*, _____, _____; *beautiful*, _____, _____; *honest*, _____, _____; *wonderful*, _____, _____; *firmly*, _____, _____.

65. Two or more subjects joined by connectives form a _____ subject.

66. Two or more predicates joined by connectives form a _____.

67. Two or more complements, joined by connectives form a _____ _____.

68. All compound subjects require a predicate in the _____ number, except those singular subjects connected by _____ Singular subjects connected by *or* require a _____ predicate. Plural subjects connected by *or* require a _____ _____ predicate.

69. Two or more clauses may be joined by _____ to form a _____ sentence.

70. Clauses may also be connected by _____ pronouns. When a _____ pronoun connects two clauses the _____ pronoun is used in either the _____ place or in the _____ place of one of the clauses.

71. The relative pronouns are _____, _____, _____, _____ and _____. Of these, _____ is the only one that can not be used as the subject of its clause.

72. The relative pronoun *who* can be used only as the _____ of its clause. _____ must be used in its place if it is the complement of the clause.

73. A relative pronoun must always have an _____ in the first clause for which the relative pronoun stands.

74. If the relative pronoun is the subject of its clause the predicate must agree in number with the _____ of the relative pronoun.

75. Draw one straight line under each connective in the following list of words: yesterday, and, he, is, or, but, among, beyond, nor, both-and, behind, any, either-or, many, several, neither-nor, few, these, not only-but also, that, as, than, then, is, if, it, so that, we, as soon as, him, because, where, the, while, when, a, before, unless, after.

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